अपूर्वा

भाग 2

(द्वितीय भाषा हिंदी शिक्षण के लिए सातवीं कक्षा की पाठ्यपुस्तक)

संपादक
लालचंद राम

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

आमुख

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, शिक्षा विशेषतः विद्यालयी शिक्षा के क्षेत्र में भारत सरकार की नीतियों और कार्यक्रमों के निर्धारण एवं क्रियान्वयन में सहयोग और परामर्श प्रदान करती है। राष्ट्र के समक्ष शिक्षा के मौजूदा मुख्य सरोकारों और मुद्दों को पाठ्यचर्या और पाठ्यक्रमों में समाहित किया जाए इसके बारे में विचार करती है तथा व्यापक दिशा-निर्देश भी देती है। परिषद् के तत्त्वावधान में विद्यालयी स्तर की पाठ्यचर्या तथा उस पर आधारित विभिन्न शैक्षिक विषयों के पाठ्यक्रमों तथा पाठ्यपुस्तकों आदि के निर्माण का कार्य लगभग चार दशकों से निरंतर किया जा रहा है।

राष्ट्रीय शिक्षा नीति – 1986 में यह स्पष्ट सुझाव दिया गया था कि ज्ञान-विज्ञान के विकास, सामाजिक संरचना और नवीन दृष्टिकोण तथा मूल्यपरक शैक्षिक आवश्यकताओं को देखते हुए समय-समय पर पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों में यथासंभव संशोधन और परिवर्तन अवश्य किया जाए। इसी सुझाव और आवश्यकता को ध्यान में रखते हुए परिषद् ने *विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा – 2000* तैयार की है। *राष्ट्रीय पाठ्यचर्या की रूपरेखा – 2000* के आलोक में ही परिषद् ने इस पाठ्यपुस्तक तथा अन्य पाठ्यपुस्तकों का निर्माण किया है।

भारत एक बहुभाषा-भाषी देश है। अतः बहुभाषिक संप्रेषण के संदर्भ में द्वितीय भाषा हिंदी शिक्षण की भूमिका विशिष्ट हो जाती है अर्थात् इसका मुख्य उद्देश्य विभिन्न भाषा-भाषी क्षेत्रों के बीच संपर्क स्थापित करना तथा राष्ट्रीय एकता की भावना को पोषित करना है।

पाठ्यपुस्तक निर्माण के साथ-साथ परिषद् का यह उद्देश्य रहता है कि व्यावहारिक कार्य को बल देने के लिए और हिंदी भाषा दक्षता के विकास के लिए अभ्यास पुस्तिका तैयार की जाए। 'अपूर्वा भाग-2' पर आधारित इस अभ्यास पुस्तिका में चित्रकथाओं सहित सभी 25 पाठों से संबंधित अभ्यास दिए गए हैं। इन अभ्यासों में शब्द रचना, शब्दों का वाक्यों में प्रयोग, वाक्य रूपांतरण, संधि संबंधी अभ्यास और पाठ बोध से संबंधित अनेक प्रकार के अभ्यास दिए गए हैं। शिक्षार्थी में भाषा संबंधी दक्षता को बढ़ाने के लिए अर्थ बोध, रचना संबंधी अभ्यास, अनुकार्य तथा योग्यता विस्तार से संबंधित अभ्यास भी पाठ केंद्रित करके रखे गए हैं। ये सभी अभ्यास मूलतः भाषा संरचना और भाषा प्रयोग को सिखाने पर केंद्रित हैं।

आज द्वितीय भाषा शिक्षण के क्षेत्र में यह माना जाता है कि लेखन अभ्यासों को अधिक से अधिक सूक्ष्म बनाने और उन्हें प्राथमिकता देने से भाषा अधिगम की प्रक्रिया तेज़ और दृढ़ होती है। बार-बार लिखने से शिक्षार्थी के मस्तिष्क में संरचना और प्रयोग के बिंदु स्थिर हो जाते हैं। इस अभ्यास पुस्तिका में भी भिन्न-भिन्न प्रकार के अभ्यासों को लेखन के द्वारा पूरा कराने के अनेक अवसर शिक्षार्थी को दिए गए हैं।

इस अभ्यास पुस्तिका के उद्देश्यों में भाषा के व्यावहारिक प्रयोग को भी प्रमुखता दी गई है। इन अभ्यासों में शिक्षार्थी के जीवनानुभव को भी समेटने का प्रयत्न किया गया है। छठी कक्षा में हिंदी का सामान्य ज्ञान प्राप्त कर चुका शिक्षार्थी, हिंदी भाषा की प्रयोग संबंधी विशेषताओं का भी अधिगम कर सके

और इन्हें समझकर अपने दैनंदिन जीवन में स्वाभाविक ढंग से इनका प्रयोग कर सके, इस लक्ष्य को दृष्टि में रखकर अभ्यासों की योजना की गई है। आशा है यह पुस्तक शिक्षार्थियों के भाषा-शिक्षण की ज़रूरत को पूरा करेगी।

प्रस्तुत पाठ्यपुस्तक के निर्माण में हमें अनेक शिक्षाविदों, भाषाशास्त्रियों तथा अनुभवी अध्यापकों का सहयोग मिला है, इसके लिए मैं उन्हें हृदय से धन्यवाद देता हूँ।

पुस्तक में परिवर्तन, संशोधन और परिष्कार के लिए आपके सुझावों का स्वागत है, ताकि हम पाठ्यपुस्तक का आगामी संस्करण और अधिक व्यावहारिक एवं उपयोगी बना सकें।

जगमोहन सिंह राजपूत
निदेशक
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

नई दिल्ली
अप्रैल, 2003

अध्यापक बंधुओं से

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् द्वारा नवनिर्मित राष्ट्रीय पाठ्यचर्या के अनुसार पाठ्यक्रम का निर्माण किया गया है। इसके अनुसार सातवीं कक्षा में द्वितीय भाषा के रूप में हिंदी सीखने-सिखाने के लिए 'अपूर्वा भाग-2' पुस्तक का निर्माण किया गया है। यह पुस्तक सामान्य रूप से द्वितीय भाषा हिंदी शिक्षण की ज़रूरतों को पूरा करती है। इस पुस्तक का उपयोग हिंदीतर क्षेत्रों के सभी विद्यालय कर सकते हैं तथापि यह पुस्तक हिंदीतर क्षेत्रों में स्थित जवाहर नवोदय विद्यालयों की ज़रूरतों को भी पूरा करती है।

पाठ्यपुस्तक निर्माण के साथ-साथ परिषद् का यह उद्देश्य रहता है कि व्यावहारिक कार्य को बल देने के लिए और हिंदी भाषा दक्षता के विकास के लिए अभ्यास पुस्तिका तैयार की जाए। 'अपूर्वा भाग-2' पर आधारित इस अभ्यास पुस्तिका में चित्रकथाओं सहित सभी 25 पाठों से संबंधित अभ्यास दिए गए हैं। इन अभ्यासों में शब्द रचना, वाक्यों में शब्दों के प्रयोग, काल रूपांतरण, संधि-संबंधी अभ्यास और भावबोध से संबंधित अनेक प्रकार के अभ्यास दिए गए हैं। शिक्षार्थी में-भाषा संबंधी दक्षता को बढ़ाने के लिए अर्थ बोध, रचना संबंधी अभ्यास तथा योग्यता विस्तार से संबंधित अभ्यास भी पाठ केंद्रित करके रखे गए है। ये सभी अभ्यास मूलतः भाषा संरचना और भाषा प्रयोग को सिखाने पर केंद्रित हैं।

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इस अभ्यास पुस्तिका के उद्देश्यों में भाषा के व्यावहारिक प्रयोग को भी प्रमुखता दी गई है। इन अभ्यासों में शिक्षार्थी के जीवनानुभव को भी समेटने का प्रयत्न किया गया है। अभ्यास पुस्तिका से छठीं कक्षा में हिंदी का सामान्य ज्ञान प्राप्त कर चुका शिक्षार्थी, हिंदी भाषा की प्रयोग संबंधी विशेषताओं का भी अधिगम कर सके और इन्हें समझकर अपने दैनंदिन जीवन में स्वाभाविक ढंग से इनका प्रयोग कर सके इस लक्ष्य को दृष्टि में रखकर अभ्यासों की योजना की गई है। पाठ का क्रमिक और सूक्ष्म बोध तथा हिंदी भाषा की प्रयोगगत क्षमता को बढ़ाने में यह अभ्यास पुस्तिका निम्नलिखित उद्देश्यों की पूर्ति करती है :

- एक शब्द के लिए एक समानार्थी शब्द देना जिससे कि शिक्षार्थी संस्कृत, उर्दू, तद्भव और देशज स्रोत से आए समानार्थी शब्दों से परिचित हो सके।

- उपसर्ग, प्रत्यय की सहायता से संज्ञा से विशषण, संज्ञा से क्रिया, विशेषण से संज्ञा और क्रिया विशेषण, अव्यय शब्दों तथा संबधवाची सभी शब्दों के विभिन्न प्रयोग, पाठ में आई संरचनाओं से निकालकर उनके अभ्यास कराए गए हैं। जिससे कि शिक्षार्थी की शब्द सामर्थ्य बढ़े और इनके रचना संबंधी नियमों को वह आत्मसात कर सके। इस स्तर पर भी हिंदी की भिन्न स्रोतीय शब्दावली को लिया गया है।

- हिंदी भाषा में एक शब्द को व्याख्या के माध्यम से देखना और किसी पदबंध को एक शब्द में व्यक्त करना अर्थबोध की दृष्टि से महत्त्वपूर्ण प्रक्रिया है। इन दोनों ही प्रक्रियाओं को अभ्यास में यथोचित ढंग से देने का प्रयत्न किया गया है।
- शब्द-निर्माण में ही क्रिया, लिंग रचना के अनुसार अन्विति को अभ्यासों में ही स्थान दिया गया है। व्यावहारिक रूप में भाषा का प्रयोग करते समय किस प्रकार अन्विति का महत्त्व होता है, इस प्रकार के अभ्यास प्रचुरता के साथ दिए गए हैं।
- कहीं-कहीं अभ्यासों में संधि-विच्छेद को भी स्थान दिया गया है तथा हिंदी की अपनी कुछ संधियों के अभ्यास भी कराए गए हैं।
- पदबंध और उपवाक्यों के संदर्भ को दृढ़ करने के लिए मुहावरों, विशिष्ट कथनों, विभिन्न प्रकार के पदबंधों को पाठ से ही छाँटकर सही ढंग से वाक्यों में प्रयोग करने के अभ्यास इस अभ्यास पुस्तिका में है। इसी तरह के अन्य अभ्यास, अध्यापक स्वयं बनाकर विद्यार्थियों से करा सकते हैं।
- वाक्य संरचना के व्यावहारिक पक्ष को इन अभ्यासों में उभारने का प्रयत्न किया गया है। भाषा का व्यावहारिक पक्ष ही द्वितीय भाषा शिक्षण को उपयोगी बनाता है। इस दृष्टि से वाक्यों के रूपांतरण से संबंधित अभ्यास, पाठों के शिक्षण बिंदु में आई संरचनाओं पर भी केंद्रित हैं तथा इनमें उन सहज संरचनाओं को भी लिया गया है जो पाठ में तो आई हैं लेकिन शिक्षण बिंदु के रूप में उनका उल्लेख नहीं है। यह पाठ मूलतः रूपांतरण अभ्यास है, अतः इन्हें बार-बार लिखकर शिक्षार्थी इनके संरचनात्मक भेदों से परिचित हो सकता है। इस प्रकार के अभ्यासों में संरचना के आवश्यक या परिवर्तनीय बिंदुओं को नमूने के रूप में दिए गए वाक्य में ही रेखांकित कर दिया गया है ताकि शिक्षार्थी उस रेखांकित अंश पर ही ध्यान दे और उसी के अनुरूप अभ्यास में दिए गए वाक्यों को आसानी से रूपांतरित कर सके।
- भाषा केवल व्यावहारिक श्रृंखला नहीं होती उसका व्यावहारिक पक्ष भी होता है। द्वितीय भाषा शिक्षण में भाषा की व्यावहारिकता का महत्त्व अधिक होता है। इस बात को स्पष्ट करने के लिए अभ्यास पुस्तिका में संबोधन, सर्वनाम, आत्मीय भाषा प्रयोग, विनम्र भाषा प्रयोग, अनुरोध, नाते-रिश्ते के शब्द आदि को अभ्यासों में इस प्रकार रखा गया है कि शिक्षार्थी इनका सटीक प्रयोग कर सके और सामाजिक संदर्भों के अनुरुप हिंदी का प्रयोग सीख सके।
- हिंदी भाषा संरचना में क्रिया रूपों का महत्त्व बहुत अधिक है। क्रियाओं में थोड़े-से परिवर्तन से हिंदी वाक्यों के अर्थ में सूक्ष्म परिवर्तन आ जाता है। इस अभ्यास में इस प्रकार के क्रिया रूपों को कालवाची क्रियाओं, संयुक्त क्रियाओं, प्रेरणार्थक क्रियाओं, और रंजक क्रियाओं के आधार पर निर्मित किया गया है। इनके साथ ही प्रश्नवाचक, नकारात्मक, आश्चर्यसूचक अर्थवाले प्रयोगों को भी अभ्यास में स्थान दिया गया है।
- पदबंध और वाक्य स्तर पर शिक्षार्थी एक ही बात को भिन्न-भिन्न ढंग से कहना और लिखना सीख सकें, इस दक्षता को विकसित करने के लिए भी अनेक प्रकार के रूपांतरण अभ्यास दिए गए हैं।
- इस अभ्यास पुस्तिका में पाठ बोध से संबंधित अभ्यासों की श्रेणियाँ बनाई गई हैं जैसे — कविताओं के बोध के लिए अभ्यास तथा गद्यपाठों के लिए अभ्यास। कविताओं से संबंधित अभ्यासों में कविता

की पंक्तियों को पूरा करने उसका आशय स्पष्ट करने तथा पंक्ति/पक्तियों के भाव अपने शब्दों में लिखने के अभ्यास भी हैं और कविता के सही बोध के लिए बोध प्रश्न भी दिए गए हैं।

- गद्य पाठों के बोध के लिए अभ्यास की कई पद्धितयाँ अपनाई गई हैं ताकि अभ्यास शिक्षार्थी के लिए रोचक बने रहें और वह इन्हें बोझ न समझते हुए उत्साह के साथ पूरा कर सकें। पाठ के आधार पर सही कथन चुनकर वाक्य पूरे करना, पाठ में निहित महत्त्वपूर्ण शब्दों की सूची बनाना , हाँ या नहीं में उत्तर देना, संक्षिप्त उत्तर देना के साथ ही पाठ की किसी घटना को अपने शब्दों में लिखना समाहित है।

- शिक्षार्थी की पाठ संबंधी क्षमता को बढ़ाने के लिए, उसकी सहभागिता को गति देने के लिए तथा विविध संप्रेषण में उसे सहभागी बनाने के लिए योग्यता विस्तार और अनुकार्य से संबंधित विभिन्न प्रकृति के अभ्यास दिए गए हैं। योग्यता विस्तार को अधिकांशतः इस प्रकार रखा गया है कि शिक्षार्थी स्वतंत्र ढंग से दिए गए बिंदु पर लिख सके। अनुकार्य के अंतर्गत शिक्षार्थी से कुछ ऐसा करने को कहा गया है जिसका संबंध पाठ से भी हो और शिक्षार्थी के अपने मातृभाषा परिवेश, प्रांतीय वैशिष्ट्य तथा अनुभव से संबद्ध हो।

- सभी अभ्यासों को मूलतः लिखित अभिव्यक्ति से जोड़ा गया है। लेकिन कुछ अभ्यासों को (विशेषकर योग्यता विस्तार और अनुकार्य) मौखिक अभिव्यक्ति के साथ भी जोड़ने का प्रयत्न किया गया है। शिक्षार्थी मिलकर किसी विषय पर चर्चा करें और फिर चर्चा में उभरे महत्त्वपूर्ण बिंदुओं को अपने शब्दों में लिखें। इस प्रकार के अभ्यास करते समय शिक्षार्थी, शिक्षण प्रक्रिया में अपनी संलग्नता तो पाते ही हैं साथ ही बातचीत के माध्यम से वे एक-दूसरे से विचार भी बाँटते हैं और अध्यापक के साथ उनकी संबद्धता भी बढ़ती है।

- भाषा शिक्षक और शिक्षार्थी सिर्फ पाठ पढ़ने-पढ़ाने और विषय बोध तक ही सीमित न रह जाएँ, बल्कि इन अभ्यासों के माध्यम से उनकी निकटता बढ़े, इस बात का ध्यान इन अभ्यासों को निर्मित करते समय रखा गया है। शिक्षकों को इन अभ्यासों को शिक्षार्थियों को प्रेरित और प्रोत्साहित करते हुए करना चाहिए तथा बोध और संरचना के जो अभ्यास पाठ्यपुस्तक अथवा इस अभ्यास पुस्तिका में नहीं समेटे गए हैं उनका उपयोग करते हुए भी वे शिक्षण प्रक्रिया को व्यावहारिक बनाएँ तो अभ्यासों का उद्देश्य पूरा हो सकता है।

'अभ्यास पुस्तिका अपूर्वा भाग-2', प्रारंभिक हिंदी के अधिगम को सफल बना सके और शिक्षार्थी इसे व्यावहारिक हिंदी के शिक्षार्थी केंद्रित उद्देश्यों को पूरा करते हुए कर सकें, इस उद्देश्य से तैयार की गई है। अभ्यास पुस्तिका में सभी अभ्यास क्रियात्मक हैं जिनमें अध्यापक की मदद से शिक्षार्थी सक्रिय होते हैं।

आशा है हिंदी भाषा के समस्त अधिगम और व्यावहारिक दक्षता का विस्तार करने के उद्देश्य से निर्मित यह अभ्यास पुस्तिका हिंदी को द्वितीय भाषा के रूप में सीखने-सिखाने वाले अध्यापक बंधुओं, शिक्षार्थियों और विद्यालयों के लिए उपयोगी सिद्ध होगी। अध्यापक बंधुओं से विशेष अनुरोध है कि इस अभ्यास पुस्तिका का कक्षा में उपयोग करते समय उनके सामने जो भी कठिनाइयाँ आए अथवा इसमें परिवर्तन से संबंधित वे कोई सुझाव देना चाहें तो हम उनका स्वागत करेंगे ।

गांधी जी का जंतर

तुम्हें एक जंतर देता हूँ। जब भी तुम्हें संदेह हो या तुम्हारा अहम् तुम पर हावी होने लगे, तो यह कसौटी आज़माओ :

जो सबसे गरीब और कमज़ोर आदमी तुमने देखा हो, उसकी शक्ल याद करो और अपने दिल से पूछो कि जो कदम उठाने का तुम विचार कर रहे हो, वह उस आदमी के लिए कितना उपयोगी होगा। क्या उससे उसे कुछ लाभ पहुँचेगा? क्या उससे वह अपने ही जीवन और भाग्य पर कुछ काबू रख सकेगा? यानी क्या उससे उन करोड़ों लोगों को स्वराज्य मिल सकेगा, जिनके पेट भूखे हैं और आत्मा अतृप्त है?

तब तुम देखोगे कि तुम्हारा संदेह मिट रहा है और अहम् समाप्त होता जा रहा है।

पाठ्यपुस्तक समीक्षा कार्यगोष्ठी के सदस्य

कैलाश चंद्र भाटिया
पूर्व प्रोफेसर
लाल बहादुर शास्त्री प्रशासन अकादमी
मसूरी (उत्तर प्रदेश)

सूरजभान सिंह
पूर्व निदेशक
वैज्ञानिक एवं तकनीकी शब्दावली आयोग
नई दिल्ली

बी.रा. जगन्नाथन
निदेशक
मानविकी विद्यापीठ
इंदिरा गाँधी राष्ट्रीय मुक्त विश्वविद्यालय
नई दिल्ली

कृष्ण कुमार गोस्वामी
प्रोफेसर
केन्द्रीय हिंदी संस्थान
नई दिल्ली

दिलीप सिंह
प्रोफेसर एवं अध्यक्ष
उच्च शिक्षा शोध संस्थान
दक्षिण भारत हिंदी प्रचार सभा, धारवाड़ (कर्नाटक)

पी.वी. विजयम
पूर्व विभागाध्यक्ष
हिंदी विभाग
कोचीन विश्वविद्यालय, कोच्चि (केरल)

ए. अरविंदाक्षन
विभागाध्यक्ष
हिंदी विभाग
कोचीन विश्वविद्यालय, कोच्चि (केरल)

आत्मप्रकाश श्रीवास्तव
प्रोफेसर एवं विभागाध्यक्ष
दक्षिण भारत हिंदी प्रचार सभा, एर्णाकुलम (केरल)

नरेन्द्र व्यास
पूर्व निदेशक
केंद्रीय हिंदी निदेशालय, नई दिल्ली

उमेश चंद्र वाजपेयी
उप-निदेशक (शैक्षिक)
नवोदय विद्यालय समिति
नई दिल्ली

हीरालाल बाछोतिया
रीडर एवं पूर्व अध्यक्ष
हिंदी प्रकोष्ठ
सामाजिक विज्ञान एवं मानविकी वि
एनसीईआरटी, नई दिल्ली

मुकुंद द्विवेदी
रीडर
शहीद भगत सिंह कालेज
दिल्ली विश्वविद्यालय, दिल्ली

एच. बालसुब्रमण्यम
पूर्व सहायक निदेशक
केंद्रीय हिंदी निदेशालय
नई दिल्ली

गोबिन्द प्रसाद
सह. प्रोफेसर
भारतीय भाषा केंद्र
जवाहर लाल नेहरू विश्वविद्यालय
नई दिल्ली

पूरन सहगल
निदेशक
मालव लोक संस्कृति अनुष्ठान
मनासा, मध्यप्रदेश

राजकुमार निगम
पूर्व सहायक शिक्षा अधिकारी
केंद्रीय हिंदी निदेशालय, नई दिल्ली

रमेश तिवारी
प्रवक्ता
दिल्ली कालेज आफ वोकेशनल
स्टडीज, दिल्ली विश्वविद्यालय
नई दिल्ली

राधिका पी.
प्रवक्ता
दक्षिण भारत हिंदी प्रचार सभा
एर्णाकुलम (केरल)

मल्लसर्ज मंगोड़ी
प्रवक्ता
दक्षिण भारत हिंदी प्रचार सभा, एर्णाकुलम (केरल)

एम. भास्कर शर्मा
टीजीटी (हिंदी)
जवाहर नवोदय विद्यालय समिति
वारंगल (आंध्रप्रदेश)

रूपेन्द्र सिंह
टीजीटी (हिंदी)
जवाहर नवोदय विद्यालय
मेढक (आंध्रप्रदेश)

बी.एम. शिवशंकर मूर्ति
टीजीटी (हिंदी)
जवाहर नवोदय विद्यालय
धारवाड़ *(कर्नाटक)*

एन.सी.ई.आर.टी. संकाय
सामाजिक विज्ञान एवं मानविकी शिक्षा विभाग

चंद्रा सदायत, *रीडर*

संध्या सिंह, *रीडर*

लालचंद राम, *प्रवक्ता* (समन्वयक)

विषय-सूची

पहला पाठ
सारे जहाँ से अच्छा

1. कविता की पंक्तियाँ पूरी करो।

उद्‌देश्य
कविता की पंक्तियाँ लिखना

(क) सारे जहाँ से अच्छा हिंदोस्ताँ हमारा।
____||

(ख) मज़हब नहीं सिखाता आपस में बैर रखना।
____||

(ग) हम बुलबुले हैं इसकी, ____________________।
____________________ हमसाया आसमाँ का।।

(घ) ____________________ इसकी हज़ारों नदियाँ।
____________________ रश्के-जिनाँ हमारा।।

2. नमूने के अनुसार रेखा खींचकर मिलाओ।

उद्‌देश्य
समानार्थी शब्दों की पहचान

हिंदोस्ताँ	पर्वत
परबत	जहान
आसमाँ	हिंदुस्तान
जहाँ	आसमान

3. आशय स्पष्ट करो।

उद्‌देश्य
आशय लिखना

(क) 'हिंदी हैं हम'
____

(ख) 'वतन है हिंदोस्ताँ हमारा'
____

4. पाठ के आधार पर नीचे दिए प्रश्नों का संक्षिप्त उत्तर लिखो।

उद्देश्य
पाठ बोध

(क) मज़हब हमें क्या सिखाता है ?

____

____

(ख) 'परबत वो सबसे ऊँचा' कवि ने किसके लिए कहा है ?

____

____

(ग) कवि ने पर्वत को 'पासबाँ' क्यों कहा है ?

____

____

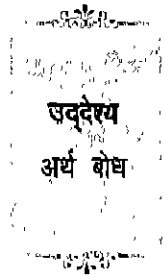
5. भाव स्पष्ट करो।

उद्देश्य
अर्थ बोध

हम बुलबुले हैं इसकी, ये गुलसिताँ हमारा।

____

____

____

दूसरा पाठ
मैं नीम हूँ

1. शब्दार्थ और शब्द रचना

(क) शब्द और अर्थ का सही मिलान करो।

उद्देश्य
समानार्थी शब्दों की पहचान

डर	शाखा
रक्त	सरल
टहनी	अधिक
शुद्ध	भय
ज़्यादा	खून
आसान	साफ़

(ख) नमूने के अनुसार प्रत्यय लगाकर नए शब्द बनाओ।

उद्देश्य
प्रत्यय लगाकर नए शब्द की रचना

उपयोग → उपयोगी चमक → चमकीला

कम ____________ खर्च ____________
ऊन ____________ बर्फ़ ____________
रेशम ____________ हठ ____________
गुण ____________ फुर्ती ____________

(ग) नमूने के अनुसार शब्दों के रूप बदलो।

उद्देश्य
ईकारांत स्त्रीलिंग शब्दों के बहुवचन रूप

पत्ती → पत्तियाँ दवाई → दवाइयाँ

नदी → ____________ चटाई → ____________
टहनी → ____________ मिठाई → ____________
बीमारी → ____________ रजाई → ____________

(घ) अनेक शब्दों के लिए एक शब्द लिखो।

उद्देश्य
विशेषण बनाना

1. गुण करनेवाला → गुणकारी

लाभ करनेवाला → ______________

विनाश करनेवाला → ______________

आक्रमण करनेवाला → ______________

हित करनेवाला → ______________

उद्देश्य
वाक्यांशों के स्थान पर एक शब्द

2. रोग का निरोध करनेवाला → रोगनिरोधक

अध्यापन करनेवाला → ______________

विचार करनेवाला → ______________

सुधार करनेवाला → ______________

संचालन करनेवाला → ______________

2. (क) नमूने के अनुसार संधि-विच्छेद करो।

उद्देश्य
संधि-विच्छेद करना

कीटाणु = कीट + अणु

जीवाणु = __________ + __________

रोगाणु = __________ + __________

परमाणु = __________ + __________

विषाणु = __________ + __________

(ख) **नमूने के अनुसार वाक्य बदलकर लिखो।**

मुझमें बस एक ही अवगुण है **कि** मैं कड़वा हूँ।
→ मुझमें बस एक ही अवगुण है। मैं कड़वा हूँ।

उद्देश्य
'कि' हटाकर दो वाक्य बनाना

1. अध्यापक ने कहा कि कल छुट्टी है।
____

2. मैं एक बात बता दूँ कि मेरी पत्तियाँ छोटी हैं।
____

3. मैं इतना ही कह सकता हूँ कि मुझमें ढेर सारे गुण हैं।
____

4. हमें खुशी है कि हमारी टीम क्रिकेट में जीत गई।
____

(ग) **नमूने के अनुसार वाक्य बदलकर लिखो।**

नीम के पत्ते **घने हैं।**
→ नीम के पत्ते **घने होते हैं।**

उद्देश्य
'है' → 'होता है' की पहचान

1. नीम के पत्ते कड़वे हैं।
____

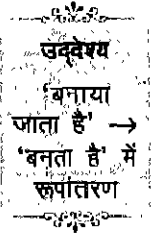
2. इसकी लकड़ी बहुत टिकाऊ है।
____

3. मेरी पत्तियाँ बहुत गुणकारी हैं।
____

4. समुद्र का पानी नमकीन है।
____

(घ) **नमूने के अनुसार वाक्य बदलकर लिखो।**

निबोलियों से खली तथा खाद **बनाई जाती है।**
→ निबोलियों से खली तथा खाद **बनती है।**

उद्देश्य
'बनाया जाता है' → 'बनता है' में रूपांतरण

1. नारियल से तेल बनाया जाता है।

____

2. ताड़ के पत्तों से चटाइयाँ बनाई जाती हैं।

____

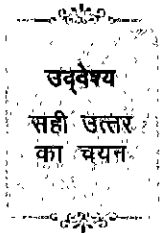
3. गाजर से हलवा बनाया जाता है।

____

4. दूध से बर्फ़ी बनाई जाती है।

____

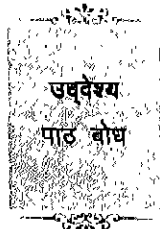
3. (क) सही शब्द चुनकर वाक्य पूरे करो।

उद्देश्य
सही उत्तर का चयन

1. नीम की पत्तियाँ ______ होती हैं। (बड़ी/काली/छोटी)
2. नीम की पत्तियाँ ______ होती हैं। (मीठी/कड़वी/तीखी)
3. नीम की लकड़ी ______ होती है। (कमज़ोर/मज़बूत/टिकाऊ)
4. नीम के तने से ______ निकलता है। (रबड़/गोंद/मोम)

(ख) **सही कथन चुनकर वाक्य पूरे करो।**

उद्देश्य
पाठ बोध

1. नीम की पत्तियाँ कपड़े के बीच में रखते हैं, क्योंकि इनसे

____

(क) कपड़ों पर कीड़े नहीं लगते।
(ख) कपड़ों में बदबू नहीं आती।
(ग) कपड़ों का रंग ठीक रहता है।

2. निबोलियाँ खाने से ____________

(क) रक्त पतला होता है।

(ख) रक्त कड़वा होता है।

(ग) रक्त शुद्ध होता है।

4. नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

उद्‌देश्य
पाठ बोध

(क) नीम की पत्तियों के क्या-क्या उपयोग हैं?

____

____

____

____

(ख) नीम के हिस्सों के क्या लाभ हैं ?

1. फूल ____________
2. टहनी ____________
3. निबोलियाँ ____________
4. लकड़ी ____________

योग्यता विस्तार

उद्‌देश्य
स्वतंत्र लेखन

(क) पर्यावरण पर कक्षा में चर्चा करो और 'वन महोत्सव' के महत्त्व पर पाँच पंक्तियाँ लिखो।

____

____

____

____

____

(ख) किन्हीं दस वृक्षों के नाम लिखो।

उद्देश्य
नाम सूची बनाना

____________ ____________

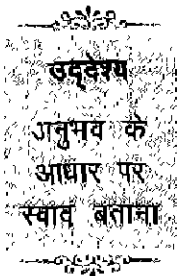
____________ ____________

____________ ____________

____________ ____________

____________ ____________

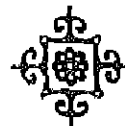
(ग) नीचे लिखी वस्तुओं का स्वाद कैसा होता है, लिखो।

उद्देश्य
अनुभव के आधार पर स्वाद बताना

आम ________________

नींबू ________________

करेला ________________

मिर्च ________________

नमक ________________

तीसरा पाठ
तेनाली राम

1. शब्दार्थ और शब्द रचना

(क) शब्द और अर्थ का सही मिलान करो।

उद्देश्य
समानार्थी शब्दों की पहचान

रोज़ी-रोटी	खोज
तलाश	असर
प्रभाव	गहने
क्रोध	काम-धंधा
साहस	हिम्मत
आभूषण	गुस्सा

(ख) नमूने के अनुसार शब्द बनाओ।

उद्देश्य
कब + ही = कभी जैसे शब्दों का निर्माण

अब + ही = अभी

कब + ही = ________

जब + ही = ________

तब + ही = ________

सब + ही = ________

(ग) नीचे लिखे क्रिया-रूपों से वाक्य बनाओ।

उद्देश्य
वाक्य निर्माण

1. बंद कर दो ____

____।

2. ले जाओ ____

____।

3. छिपा दो ____

____।

4. सामान उतारना ________________

________________।

5. पता चलाना ________________

________________।

6. नाराज होना ________________

________________।

(घ) नमूने के अनुसार गद्यांश में आई संयुक्त क्रियाओं को छाँटकर लिखो।

अब हमारा काम आसान **हो गया**। (हो गया)

रोज़ी-रोटी की तलाश में तेनाली राम विजय नगर **आ गया**। राजा ने उसे नौकरी दे दी। एक दिन महाराज तेनाली राम से नाराज हो गए और बोले - 'यहाँ से चला जा। अपना मुँह न दिखाना'। दूसरे दिन तेनाली राम एक मुखौटा लगाकर आ गया। महाराज यह देखते ही क्रोधित हो गए।

उद्देश्य
संयुक्त क्रियाओं की पहचान

________ ________

________ ________

________ ________

________ ________

2. (क) सही शब्द चुनकर वाक्य पूरे करो।

नाराज, विनम्रतापूर्वक, हिम्मत, रातभर, साधारण-सा

उद्देश्य
शब्दों के सही प्रयोग द्वारा वाक्य पूर्ति

1. तेनाली नामक गाँव में एक ________ आदमी रहता था।
2. एक बार महाराज तेनाली राम से ________ हो गए।
3. तेनाली राम ने ________ हाथ जोड़कर कहा।
4. डाकुओं में कुएँ में उतरने की ________ न थी।
5. तुमने ________ में मेरा बगीचा सींच दिया।

(ख) नीचे लिखे वाक्यों को सही घटनाक्रम से लिखो।

1. तेनाली राम के घर में चोर घुस आए।
2. जा यहाँ से चला जा, मुझे कभी अपना मुँह न दिखाना।
3. महाराज, मैंने आपकी आज्ञा का पालन किया है।
4. उसने बड़ा-सा पत्थर कुएँ में डाल दिया।
5. एक बार महाराज किसी बात पर तेनाली राम से नाराज हो गए।
6. चोर रातभर पानी निकालते रहे।

____

____

____

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____

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उद्‌देश्य

पाठ बोध के लिए वाक्यों को क्रम से लिखना

(ग) नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

1. तेनाली राम का नाम तेनाली राम क्यों पड़ा?

____

____

2. महाराज ने तेनाली राम को डाँटते हुए क्या कहा?

____

____

3. तेनाली राम ने चोरों को सुनाते हुए अपनी पत्नी से क्या कहा?

____

____

4. चोर कुएँ का पानी क्यों निकालने लगे?

____

____

उद्‌देश्य

पाठ बोध

5. तेनाली राम ने चोरों को धन्यवाद क्यों दिया?

3. (क) **नमूने के अनुसार वाक्य बदलकर लिखो।**

उसने चोरों को **सुनाया** और पत्नी से कहा।
→ उसने चोरों को **सुनाते हुए** पत्नी से कहा।

उद्‌देश्य
धातु + 'ते हुए' की रचना

1. उन्होंने क्रोध में तेनाली राम को डाँटा और कहा।
2. महाराज ने उसे क्षमा किया और बताया।
3. मंत्री ने बच्चों को उपहार दिए और उनकी प्रशंसा की।
4. पिता जी ने रमेश को पैसे दिए और कहा।

4. **नीचे दिए गए प्रश्नों के उत्तर लिखो।**

(क) मुखौटेवाली घटना का वर्णन अपने शब्दों में करो।

उद्‌देश्य
पाठ बोध

(ख) तेनाली राम ने चोरों को मूर्ख कैसे बनाया?

चौथा पाठ

मित्र के घर

1. शब्दार्थ और शब्द-रचना

उद्देश्य

विलोम शब्दों की पहचान

(क) विलोम शब्दों को मिलाओ।

सुबह	नापसंद
खुला	घटिया
पसंद	शाम
खुशबू	बंद
बढ़िया	बदबू

उद्देश्य

नाते-रिश्ते की शब्दावली के स्त्रीलिंग रूप

(ख) पुल्लिंग को स्त्रीलिंग में बदलो।

भाई ____________

बेटा ____________

पिता ____________

दादा ____________

नाना ____________

मामा ____________

चाचा ____________

फूफा ____________

उद्देश्य

व्यंजनांत स्त्रीलिंग शब्दों के बहुवचन रूप

(ग) नीचे लिखे स्त्रीलिंग शब्दों के बहुवचन रूप लिखो।

बहन → बहनें

बात → ____________

पुस्तक → ____________

आँख → ____________

कमीज़ → ____________

औरत → ____________

(घ) नमूने के अनुसार वाक्य बनाओ।

उद्देश्य
क्रिया पदों का सही प्रयोग

मुझे हमेशा तुम्हारी ________। (याद आना)
→ मुझे हमेशा तुम्हारी **याद आती है**।

1. वार्डन बच्चों का बहुत ________________। (ध्यान रखना)
2. किसान वर्षा का ________________। (इंतजार करना)
3. वे अपनी बात कहने में ________________। (संकोच करना)
4. स्कूल में छात्राएँ बहुत ________________। (मेहनत करना)

(ङ) नीचे लिखे शब्दों का अपने वाक्यों में प्रयोग करो।

उद्देश्य
शब्द का वाक्य में सही प्रयोग

प्रणाम ________________________________
____

वार्डन ________________________________
____

धन्यवाद ________________________________
____

इंजीनियर ________________________________
____

2. किसने किससे कहा?

उद्देश्य
पाठ बोध

1. तुम्हें विजयवाड़ा कैसा लग रहा है?

____

2. गाजर का हलवा तो मुझे भी पसंद है।

____

3. मेरे पिता जी कंप्यूटर इंजीनियर हैं।

____

4. बच्चों को खूब खाना चाहिए और खूब मेहनत करनी चाहिए।

____

3. पाठ के आधार पर सही कथन पर सही (✓) तथा गलत कथन पर गलत (×) का निशान लगाओ।

उद्देश्य
सही उत्तर की पहचान

1. विजयवाड़ा हैदराबाद जैसा बड़ा शहर है। ☐
2. रोहित के पिता जी बैंक में मैनेजर हैं। ☐
3. विवेक को गाजर का हलवा पसंद है। ☐
4. रोहित के दादा-दादी कोचीन में रहते हैं। ☐
5. विवेक खाने-पीने में संकोच नहीं करता। ☐

4. नमूने के अनुसार वाक्य बदलो।

(क) हम सब तुम्हारा ही **इंतजार कर रहे थे।**
→ तुम्हारा ही **इंतजार हो रहा था।**

उद्देश्य
'कर रहा था' → 'हो रहा था।' में रूपांतरण

1. मज़दूर सड़क पर काम कर रहे थे।

____

2. लड़के कक्षा में शोर कर रहे थे।

____

3. नौकर घर की सफाई कर रहे हैं।

____

4. लोग मंदिर में आरती कर रहे हैं।

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उद्देश्य
'बन रहा है' → 'बना रही हूँ' में रूपांतरण

(ख) आज नाश्ते में क्या **बन रहा है?** (इडली)
→ आज नाश्ते में इडली **बना रही हूँ।**

1. आज खाने में क्या पक रहा है? (पुलाव)

____

2. रसोई में क्या जल रहा है? (स्टोव)

____

3. चूल्हे पर क्या उबल रहा है? (दूध)

____

4. मंदिर में क्या चढ़ रहा है? (प्रसाद)

____

5. नीचे दिए गए प्रश्नों के उत्तर लिखो।

1. हैदराबाद से विजयवाड़ा कौन आया?

____

____

2. रोहित का घर कैसा है?

____

____

उद्देश्य
पाठ बोध

3. विवेक की माँ क्या काम करती है?

____

____

4. रोहित की माँ और दादी रसोई में क्या कर रही थीं?

____

____

5. दादा जी के विचार में बच्चों को क्या करना चाहिए?

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योग्यता विस्तार

उद्देश्य
पाठ बोध

(क) रोहित और दादा जी के बीच हुई बातों को क्रम से लिखो।

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(ख) पाठ में आए **संबोधन** (बेटा) और **अभिवादन** (प्रणाम) जैसे शब्दों को छाँट कर लिखो।

उद्देश्य
पाठ बोध

संबोधन	**अभिवादन**
________	________
________	________
________	________
________	________

अनुकार्य

(क) मित्र को अपने घर बुलाने के संबंध में अपनी माता जी के साथ वार्तालाप लिखो।

उद्देश्य
स्वतंत्र लेखन

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(ख) अपने प्रदेश के दस शहरों के नाम लिखो।

उद्देश्य
नाम सूची बनाना

________	________
________	________
________	________
________	________

पाँचवाँ पाठ

ईदगाह

1. शब्दार्थ और शब्द रचना

(क) 'क' खंड के शब्दों का 'ख' खंड में दी गई व्याख्या से सही मिलान करो।

उद्देश्यः

अर्थ की पहचान

रमज़ान	रमज़ान के महीने में रखा जाने वाला उपवास
ईद	जहाँ ईद के दिन नमाज़ पढ़ी जाती है।
रोज़ा	मुसलमानों की प्रार्थना
ईदगाह	अरबी वर्ष का नवाँ महीना
नमाज़	रमज़ान के बाद दूसरे दिन पड़ने वाला त्योहार

(ख) नमूने के अनुसार प्रत्यय लगाकर स्त्रीलिंग शब्द बनाओ।

उद्देश्यः

'इन' और 'इया' प्रत्यय लगाकर स्त्रीलिंग शब्द बनाना

माली → मालिन बेटा → बिटिया

मालिक → ______ चूहा → ______

बाघ → ______ बूढ़ा → ______

नाग → ______ गुड्डा → ______

समधी → ______ बंदर → ______

(ग) नमूने के अनुसार 'बे' उपसर्ग लगाकर शब्द बनाओ।

उद्देश्यः

'बे' उपसर्ग लगाकर शब्द निर्माण

समझ → बेसमझ

सहारा → ______ गुनाह → ______

ईमान → ______ खबर → ______

अदब → ______ वतन → ______

हद → ______ शक → ______

(घ) **नमूने के अनुसार शब्द बनाओ।**

उद्देश्य

प्रत्यय बदलकर शब्द की पहचान

आकर्षक → आकर्षण

अन्वेषक → ________

नियंत्रक → ________

शिक्षक → ________

संरक्षक → ________

2. (क) **मुहावरों का अपने वाक्यों में प्रयोग करो।**

उद्देश्य

वाक्य में मुहावरों का प्रयोग

1. दिल कचोटना ________________________________

____

2. गदगद होना ________________________________

____

3. शान से अकड़ना ________________________________

____

4. रंग जमाना ________________________________

____

5. दिल बैठ जाना ________________________________

____

(ख) **सही शब्द चुनकर वाक्य पूरे करो।**

घुड़कियाँ, बारी-बारी से, चूर-चूर हो जाएगा, दामन फैलाकर, सहसा

उद्देश्य

वाक्य में शब्दों का सही प्रयोग

1. अगर खिलौना हाथ से छूट जाए तो ____________।
2. ____________ हामिद के हाथ में चिमटा देखकर वह चौंकी।
3. उसने सोचा कहीं दुकानदार की ____________ न सुननी पड़े।
4. साथियों के खिलौने ____________ हामिद के हाथ में आए।
5. अमीना ____________ हामिद को दुआएँ देती रही।

उद्देश्य

'धातु + ते ही' → 'धातु + कर' में रूपांतरण

(ग) नमूने के अनुसार वाक्य बदलो।

अमीना आवाज़ **सुनते ही** दौड़ी।
→ अमीना आवाज़ **सुनकर** दौड़ी।

1. सिपाही को देखते ही चोर भाग गया।

____

2. खिलौना नीचे गिरते ही चूर-चूर हो गया।

____

3. शीला तार पढ़ते ही रोने लगी।

____

4. चुटकुला सुनते ही सब लोग हँसने लगे।

____

उद्देश्य

रूपांतरण

(घ) नमूने के अनुसार वाक्य बदलो।

आओ, मेले में **चलते हैं**।
→ आओ, मेले में **चलें**।

1. आओ, हिंडोले पर झूलते हैं।

____

2. चलो, खिलौने खरीदते हैं।

____

3. चलो, मिठाई खाते हैं।

____

4. आओ, कबड्डी खेलते हैं।

____

उद्देश्य

पाठ बोध

3. (क) किसने किससे कहा?

1. यह चिमटा कितने का है?

____

2. यह चिमटा क्यों लाया पगले? इसे क्या करेगा?

____

3. तुम्हारे खिलौने कितना ही जोर लगाएँ, मेरे चिमटे का बाल भी बाँका नहीं कर सकते।

   ____

4. सारे मेले में तुझे और कोई चीज़ नहीं मिली जो यह लोहे का चिमटा उठा लाया?

   ____

5. जरा अपना भिश्ती ज़मीन पर गिरा दो। सारी पसलियाँ चूर-चूर हो जाएँ बच्चू की।

   ____

(ख) नीचे लिखे वाक्यों को सही घटनाक्रम से लिखो।

1. अमीना ने हामिद के हाथ में चिमटा देखकर पूछा "यह कहाँ से ले आया।"
2. महमूद, मोहसिन और सम्मी ने खिलौने और मिठाइयाँ खरीदीं, लेकिन हामिद दूर खड़ा देखता रह गया।
3. हामिद ने जवाब दिया - "तुम्हारी उँगलियाँ तवे से जल जाती थीं, इसलिए मैंने इसे लिया।"
4. दोस्तों के पास काफी पैसे थे, लेकिन हामिद के पास केवल तीन ही पैसे थे।
5. हामिद ने पूरे पैसे देकर एक चिमटा खरीदा।
6. अमीना गदगद होकर रोने लगी और हामिद को दुआएँ देने लगी।
7. महमूद बोला - "तो यह चिमटा भी कोई खिलौना है।"

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उद्देश्य

पाठ बोध

(ग) **नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।**

1. लड़के किस वजह से सबसे ज्यादा प्रसन्न हैं?

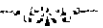
2. नमाज़ खत्म होने के बाद लोग क्या करते हैं?

3. हामिद के दोस्तों ने किस तरह खुशियाँ मनाई?

4. हामिद बिरादरी से अलग क्यों खड़ा था?

5. चिमटे के क्या-क्या उपयोग हैं?

6. अमीना के डाँटने पर हामिद ने क्या जवाब दिया?

उद्देश्य
पाठ बोध

4. नीचे दिए गए प्रश्नों के उत्तर लिखो।

उद्देश्य
प्रत्यास्मरण

(क) ईद के मेले का वर्णन अपने शब्दों में करो।

उद्देश्य
प्रत्यास्मरण

(ख) चिमटा खरीदते समय दुकानदार और हामिद के बीच में जो वार्तालाप हुआ, उसे अपने शब्दों में लिखो।

योग्यता विस्तार

उद्देश्य
स्वतंत्र लेखन

अपने प्रदेश के किसी प्रसिद्ध मेले का वर्णन करो।

अनुकार्य

उद्देश्य

नाम सूची बनाना

(क) चार मिठाइयों के नाम लिखो।

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(ख) चार खिलौनों के नाम लिखो।

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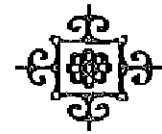
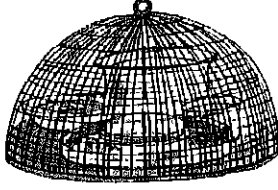

छठा पाठ
स्वास्थ्य और सफ़ाई

1. शब्दार्थ और शब्द रचना

(क) शब्द और अर्थ का सही मिलान करो।

उद्‌देश्य
समानार्थी शब्दों की पहचान

दर्द	राय लेना
सलाह लेना	अनुभव करना
महसूस करना	पीड़ा
सफाई	तंदुरुस्ती
स्वास्थ्य	स्वच्छता
मँडराना	इधर-उधर घूमना

(ख) नमूने के अनुसार शब्दों के बहुवचन रूप लिखो।

उद्‌देश्य
अकारांत पुल्लिंग शब्दों के बहुवचन रूप बनाना

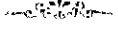
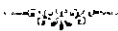
पकौड़ा → पकौड़े
घोड़ा → ________
कमरा → ________
कपड़ा → ________
गोलगप्पा → ________
घंटा → ________

(ग) नमूने के अनुसार प्रत्यय लगाकर लिखो।

उद्‌देश्य
'कारक' एवं 'दायक' प्रत्यय लगाकर नए शब्द बनाना

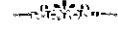
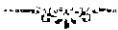
हानि → हानिकारक लाभ → लाभदायक
कष्ट → ________ सुख → ________
विनाश → ________ आनंद → ________
स्वास्थ्य → ________ शांति → ________

2. (क) सही शब्द चुनकर वाक्य पूरे करो।

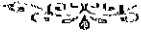
ध्यान, सुस्त, साफ़-सफ़ाई, दर्द, तबीयत

उद्देश्य
शब्दों का सही प्रयोग

1. प्रदीप के पेट में बहुत ________ हो रहा है।
2. आज सुबह से मेरी ________ ठीक नहीं लग रही है।
3. अच्छे स्वास्थ्य के लिए ________ पर ध्यान देना चाहिए।
4. आगे से मैं इन सब बातों का ________ रखूँगा।
5. तुम इतने ________ क्यों लग रहे हो?

(ख) नीचे लिखे शब्दों का अपने वाक्यों में प्रयोग करो।

उद्देश्य
वाक्य-प्रयोग

1. दर्द होना ________
2. सलाह लेना ________
3. महसूस करना ________
4. जाँच करना ________
5. ध्यान रखना ________

3. नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

(क) प्रदीप को क्या तकलीफ़ थी?

____

(ख) हरिहरन प्रदीप को अपनी माँ के पास क्यों ले गया?

(ग) प्रदीप ने डॉक्टर आंटी से क्या कहा?

उद्‌देश्य

पाठ बोध

(घ) डॉक्टर आंटी ने क्या सलाह दी?

(ङ) खाने की चीज़ें खुली रखने से क्या नुकसान होता है?

योग्यता विस्तार

तुम अपना स्वास्थ्य कैसे ठीक रखोगे?

उद्‌देश्य

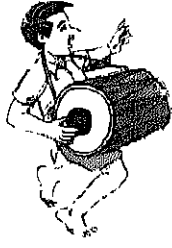
स्वतंत्र लेखन

अनुकार्य

(क) पाँच बीमारियों के नाम लिखो।

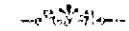
उद्देश्य

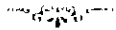
नाम सूची बनाना

(ख) स्वास्थ्य के लिए कौन-कौन सी बातें हानिकारक हैं?

सातवाँ पाठ

संतू का ढोल

1. शब्दार्थ और शब्द रचना

(क) विलोम शब्दों का सही मिलान करो।

उद्देश्य

विलोम शब्दों की पहचान

गरीब	औरत
आदमी	जवान
खरीदना	धीरे-धीरे
बूढ़ा	बेचना
जल्दी-जल्दी	अमीर
पति	बुद्धिमान
मूर्ख	पत्नी

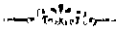
(ख) नमूने के अनुसार शब्द बनाओ।

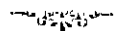
उद्देश्य

'इ' प्रत्यय लगाकर संज्ञा एवं विशेषण शब्द बनाना

मज़दूर → मज़दूरी   ज़रूर → ज़रूरी

खुश	→	________	सुख	→	________
दुश्मन	→	________	दुख	→	________
उदास	→	________	मेहनत	→	________
चालाक	→	________	शरारत	→	________

(ग) नमूने के अनुसार क्रियारूप बनाओ।

उद्देश्य

प्रेरणार्थक क्रियाएँ बनाना

देना → दिलाना → दिलवाना

खाना	→	________	→	________
पीना	→	________	→	________
खेलना	→	________	→	________

(घ) **सही शब्द चुनकर वाक्य पूरे करो।**

उद्देश्य
वाक्य पूर्ति

मटका, सामान, ढोल, सगाई, खजूर, खिलौने

1. माँ ने ____________ के पत्तों से चटाई बनाई।
2. उसने बेटे के लिए कपड़े और ____________ खरीदे।
3. औरत ने खुश होकर संतू को एक ____________ दिया।
4. डाकुओं ने मेरा सारा ____________ लूट लिया।
5. दूल्हे के पिता ने संतू को ____________ दिलवा दिया।
6. मुखिया के लड़के की ____________ है।

2. नमूने के अनुसार वाक्य बदलो।

उद्देश्य
रूपांतरण

(क) संतू बच्चे को रोटी **देता है**।
→ संतू ने बच्चे को **रोटी दी**।

1. माँ बेटे के लिए किताब खरीदती है।
____

2. मोहन जलेबी खाता है।
____

3. लड़का कविता पढ़ता है।
____

उद्देश्य
रूपांतरण

(ख) मोहन दो लड्डू **खाता है**।
→ मोहन ने दो लड्डू **खाए**।

1. नौकर कपड़े धोता है।
____

2. पिता जी केले खरीदते हैं।
____

3. रमेश जूते पहनता है।
____

3. (क) किसने किससे कहा?

1. मैं बाज़ार जा रही हूँ , तुम्हारे लिए क्या लाऊँ?

____

2. ज़रा मुखिया जी के यहाँ ढोल बजा दो, उनके लड़के की सगाई है।

____

उद्‌देश्य
पाठ बोध

3. अम्मा, आग क्यों नहीं जल रही है?

____

4. लो, यह मटका ले लो। अब तुम अपनी पत्नी को मत मारना।

____

5. इसे बहुत ज़ोर की भूख लगी है, मेरे पास रोटी नहीं है।

____

6. हमारे पास ढोल-बाजे तो हैं पर घोड़ा नहीं है।

____

(ख) नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

1. संतू की माँ कहाँ रहती थी?

____

____

उद्‌देश्य
पाठ बोध

2. बरतन बनाने वाले का बच्चा क्यों रो रहा था?

____

____

3. राहगीर को किसने लूट लिया?

____

____

4. संतू को किस चीज़ के बदले में ढोल मिला?

____

____

(ग) **नीचे दिए गए प्रश्नों के उत्तर लिखो।**

1. संतू की माँ चटाइयाँ बेचकर ढोल क्यों नहीं खरीद सकी?

उद्‌देश्य
पाठ बोध

2. संतू ने राहगीर पर दया करके उसे अपना कोट क्यों दिया?

योग्यता विस्तार

मुखिया जी ने संतू को खुश करने के लिए क्या किया?

उद्‌देश्य
स्वतंत्र लेखन

अनुकार्य

कहानी में आए पात्रों की सूची बनाओ।

उद्‌देश्य
नाम सूची बनाना

आठवाँ पाठ
नीति के दोहे

उद्देश्य
प्रत्यास्मरण

1. (क) कविता की पंक्तियाँ पूरी करो।

1. मैं भी भूखा ना रहूँ, ____________________
2. पालै पोसै सकल अंग, ____________________
3. तुलसी मीठे वचन ते, ____________________
4. कहि रहीम पर काज हित, ____________________
5. चंदन विष व्यापत नहीं, ____________________

उद्देश्य
प्रत्यास्मरण

(ख) दिए गए शब्द से संबंधित पंक्ति लिखो।

1. जामे ____________________
2. नैनन ____________________
3. निर्मल ____________________
4. मन ही ____________________
5. कंचन ____________________
6. लिपटे ____________________

उद्देश्य
कविता की पंक्तियाँ लिखना

(ग) दोहे को पूरा करो।

1. साईं इतना दीजिए, जामे कुटुम समाय।
____________________________________||

2. आवत ही हर्षे नहीं, नैनन नहीं सनेह।
____________________________________||

3. रहिमन निज मन की व्यथा, मन ही राखो गोय।
____________________________________||

2. (क) क्रिया शब्द देखकर, नमूने के अनुसार संबंधित अंश जोड़ो।

उद्देश्य
प्रत्यास्मरण

समाय = जामे कुटुम समाय

1. सनेह ______________________
2. चाहिए ______________________
3. जाइए ______________________
4. खात है ______________________
5. भुजंग ______________________

(ख) शब्दों के अर्थ को रेखा खींचकर मिलाओ।

उद्देश्य
अर्थ की पहचान

जामे	पास
नियरे	चारों
सौं	से
तहाँ	की तरह
चहुँ	जिसमें
ते	वहाँ

3. नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

उद्देश्य
पाठ बोध

1. निंदक को निकट क्यों रखना चाहिए?

____

____

2. साधु से जाति क्यों नहीं पूछनी चाहिए?

____

____

3. मीठे वचनों का महत्त्व बताइए?

____

____

4. मुखिया मुख के समान क्यों होना चाहिए?

____

____

5. मन की व्यथा को मन ही में क्यों रखना चाहिए?

____

____

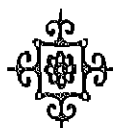
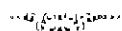
6. समझदार लोग संपत्ति संचय क्यों करते हैं?

____

____

योग्यता विस्तार

उद्देश्य
ज्ञान संबंधित

तुलसी, कबीर और रहीम के कुछ और नीतिपरक दोहे याद करो और कक्षा में सुनाओ।

नवाँ पाठ

ज्योतिबा फुले

1. शब्दार्थ और शब्द रचना

(क) शब्द और अर्थ का सही मिलान करो।

उद्देश्य

समानार्थी शब्दों की पहचान

कुप्रथा	ज़मीन
धरती	छुटकारा पाना
राहत पाना	संकोच करना
गिड़गिड़ाना	बूढ़ा
विश्वास	बुरी परंपरा
हिचकिचाना	याचना करना
वृद्ध	भरोसा

(ख) नमूने के अनुसार शब्द बनाओ।

उद्देश्य

संधि करना

1. महा + आत्मा = महात्मा

न्याय + आलय = ____________

परम + आत्मा = ____________

प्रतीक्षा + आलय = ____________

2. नर + इंद्र = नरेंद्र

सुर + इंद्र = ____________

गज + इंद्र = ____________

गण + ईश = ____________

रमा + ईश = ____________

3. सूर्य + उदय = सूर्योदय

नव + उदय = ____________

ग्राम + उद्योग = ____________

वार्षिक + उत्सव = ____________

महा + उत्सव = ____________

(ग) नमूने के अनुसार शब्द बनाओ।

उद्देश्य
उपसर्ग लगाकर शब्द बनाना

1. प्रथा → कुप्रथा गंध → सुगंध

रूप	→	____________	अवसर	→	____________
रीति	→	____________	पुत्र	→	____________
संग	→	____________	पात्र	→	____________
ख्यात	→	____________	लेख	→	____________

उद्देश्य
एकवचन से बहुवचन बनाना

2. महिला → महिलाएँ कुआँ → कुएँ

माला	→	____________	धुआँ	→	____________
पाठशाला	→	____________	रोआँ	→	____________
कविता	→	____________	जुआ	→	____________
रचना	→	____________	दीया	→	____________
शिरा	→	____________	जटा	→	____________

2. (क) सही शब्द चुनकर वाक्य पूरे करो।

उद्देश्य
शब्दों का सही प्रयोग

हमदर्द, नंगे पाँव, तड़प, हिचकिचा, राहत, खोखला

1. छुआछूत की कुप्रथा ने समाज को ____________ बना दिया है।
2. पेड़ के नीचे लोग गरमी से ________ पाने की कोशिश कर रहे थे।
3. कुछ लोग तपती धूप में ____________ खड़े थे।
4. कुछ लोग प्यास से ____________ रहे थे।
5. लोग अंदर जाने में ____________ रहे थे।
6. ये दीन-दलितों के ____________ ज्योतिबा फुले थे।

उद्देश्य

पाठ बोध के लिए वाक्यों को क्रम से लिखना

(ख) नीचे दिए गए वाक्यों को सही घटनाक्रम से लिखो।

1. समाज सुधार के कार्य में उन्होंने अपना सारा जीवन लगा दिया।
2. एक वृद्ध का काँपता स्वर सुनाई पड़ा "आप मनुष्य नहीं देवता हैं।"
3. कुएँ से कुछ औरतें पानी भर रही थीं।
4. कल से तुम वहाँ आना और जितना चाहो पानी ले लेना।
5. उसने आगे बढ़कर पामी से भरी बाल्टी उठाई और लोगों को पानी पिलाने लगा।

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उद्देश्य

क्रिया रूपों का वाक्य में प्रयोग

(ग) नीचे लिखे शब्दों का अपने वाक्यों में प्रयोग करो।

1. याचना करना ______________________________
____
2. विरोध करना ______________________________
____
3. ध्यान देना ______________________________
____
4. झिझक न करना ______________________________
____

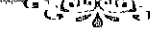
उद्देश्य

पाठ बोध

3. (क) नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

1. इस पाठ में किन कुप्रथाओं का उल्लेख किया गया है?

____

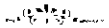
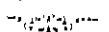
____

2. कुएँ के पास किस वर्ग के लोग धूप में नंगे पाँव खड़े थे?

3. कुएँ के पास खड़े लोगों ने पानी पिलाने का विरोध क्यों किया?

4. गरीबों के हमदर्द समाज-सुधारक महात्मा का क्या नाम था?

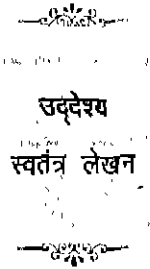
5. वृद्ध ने काँपते हुए स्वर से क्या कहा?

(ख) नीचे दिए गए प्रश्नों के उत्तर लिखो।

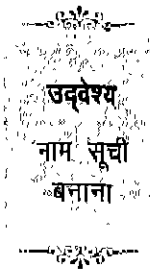
1. ज्योतिबा ने किस प्रकार प्यास से तड़पते लोगों की मदद की?

उद्देश्य
पाठ बोध

2. ज्योतिबा के जीवन के संबंध में चार-पाँच वाक्य लिखो।

योग्यता विस्तार

उद्देश्य
स्वतंत्र लेखन

अपने क्षेत्र के किसी समाज-सुधारक के जीवन की कोई घटना लिखो।

अनुकार्य

उद्देश्य
नाम सूची
बनाना

भारत के किन्हीं छह समाज-सुधारकों के नाम लिखो।

दसवाँ पाठ

आज़ादी के लिए बलिदान

1. शब्दार्थ और शब्द रचना

(क) शब्द और अर्थ का सही मिलान करो।

उद्देश्य
समानार्थी शब्दों की पहचान

परिणाम	दृष्टि
खिलाफ़	दास
नज़र	सेहत
बलिदान	नतीजा
स्वास्थ्य	विरुद्ध
गुलाम	त्याग

(ख) नमूने के अनुसार शब्दों का संधि विच्छेद करो।

उद्देश्य
संधि विच्छेद

सिंहासन → सिंह + आसन

हिमालय → ____________

गोलाकार → ____________

पुस्तकालय → ____________

प्रधानाचार्य → ____________

(ग) नमूने के अनुसार लिखो।

उद्देश्य
'इस + ही' → 'इसी' 'तुम + ही' → 'तुम्हीं' जैसे शब्दों का निर्माण

इस	+	ही	→	इसी	तुम	+	ही	→	तुम्हीं
उस	+	ही	→	____	उन	+	ही	→	____
वह	+	ही	→	____	इन	+	ही	→	____
यह	+	ही	→	____	हम	+	ही	→	____

(घ) नीचे लिखे शब्दों का अपने वाक्यों में प्रयोग करो।

1. बीमार पड़ना ________________________________

____

2. गोद लेना ________________________________

____

3. देहांत होना ________________________________

____

4. आदेश देना ________________________________

____

5. अमर होना ________________________________

____

2. (क) नीचे लिखे वाक्यों को सही घटनाक्रम से लिखो।

1. राजा मल्ल सर्ज का देहांत हो गया। युवराज रुद्र सर्ज सिंहासन पर बैठा।
2. अंग्रेज़ों की नज़र कित्तूर पर लगी हुई थी।
3. अंग्रेज़ों ने गोद लिए बालक को राजा मानने से इनकार कर दिया।
4. रानी चेन्नम्मा ने जीते जी कित्तूर पर अंग्रेज़ों का अधिकार न होने दिया।
5. रुद्र सर्ज अंग्रेज़ों से मिल गया। वह अंग्रेज़ों की सेना का खर्च वहन करता था।
6. दक्षिण भारत में कित्तूर नामक छोटी-सी रियासत थी जहाँ मल्ल सर्ज राज करते थे।
7. रानी चेन्नम्मा को यह बात पसंद नहीं आई।
8. राज-काज उनकी रानी चेन्नम्मा की देख-रेख में चलता था।

उद्देश्य

पाठ बोध के लिए वाक्यों को क्रम से लिखना

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3. (क) **नमूने के अनुसार वाक्य बदलो।**

अंग्रेज़ों ने भारत पर अपना **अधिकार जमाना शुरू किया।**
→ अंग्रेज़ भारत पर अपना **अधिकार जमाने लगे।**

उद्‌देश्य
वाक्य रूपांतरण

1. चेन्नम्मा ने युद्‌ध के लिए सेना को तैयार किया।
____
2. रानी ने बहादुरी से ब्रिटिश सेना का सामना किया।
____
3. अध्यापक ने कक्षा में हिंदी पढ़ाना शुरू किया।
____

(ख) अंग्रेज़ों का भारत पर अधिकार **हो गया।**
→ अंग्रेज़ों ने भारत पर अधिकार **कर लिया।**

उद्‌देश्य
'हो गया' → 'कर लिया' संरचना

1. मेरा काम हो गया।
____
2. महेश का गृहकार्य पूरा हो गया।
____
3. मोहन की पढ़ाई समाप्त हो गई।
____
4. शीला का विवाह हो गया।
____

(ग) **सही शब्द चुनकर वाक्य पूरे करो।**

आज़ादी, आज्ञापत्र, रियासत, सेनापति, गोद लिए

उद्‌देश्य
शब्दों का सही प्रयोग

1. कित्तूर एक छोटी-सी __________ थी।
2. अंग्रेज़ों ने __________ बालक को राजा मानने से इनकार कर दिया।
3. चेन्नम्मा ने कित्तूर की __________ के लिए अपने प्राणों का बलिदान कर दिया।

4. अंग्रेज़ों का __________ युद्ध में मारा गया।
5. रानी ने अंग्रेज़ों का __________ फाड़कर फेंक दिया।

4. (क) नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

1. रानी चेन्नम्मा किसके राज्य की देखरेख करती थीं?

____

____

2. अंग्रेज़ों ने गोद लिए बालक को राजा मानने से क्यों इनकार किया?

____

____

उद्देश्य
पाठ बोध

3. अंग्रेज़ों ने चेन्नम्मा को किस आशय का पत्र भेजा?

____

____

4. चेन्नम्मा की मृत्यु कहाँ हुई?

____

____

5. कित्तूर की रानी चेन्नम्मा को क्यों याद किया जाता है?

____

____

(ख) नीचे दिए गए प्रश्नों के उत्तर लिखो।

उद्देश्य
पाठ बोध

1. अंग्रेज़ों ने कित्तूर पर अधिकार करने के लिए क्या-क्या चालें चलीं?

____

____

____

____

2. रानी चेन्नम्मा ने अपने राज्य को बचाने के लिए अंग्रेज़ों से कैसे टक्कर लीं?

योग्यता विस्तार

अपने राज्य की स्वतंत्रता के लिए जीवन देने वाले किसी वीर योद्धा के बारे में पाँच पंक्तियाँ लिखो।

उद्देश्य
स्वतंत्र लेखन

अनुकार्य

भारत के राज्यों के नाम लिखो।

उद्देश्य
नाम सूची बनाना

ग्यारहवाँ पाठ

सच्चाई और ईमानदारी

1. (क) **नीचे दिए गए नमूने के अनुसार बहुवचन रूप लिखो।**

उद्देश्य

बहुवचन बनाते समय, बदलने और न बदलने वाली पुल्लिंग संज्ञाओं की पहचान

एक **आदमी** → चार **आदमी**   एक **लड़का** → चार **लड़के**

1. एक अध्यापक → ______ एक बच्चा → ______ (चार)
2. एक बालक → ______ एक कमरा → ______ (तीन)
3. एक घर → ______ एक बेटा → ______ (दो)
4. एक हाथी → ______ एक घोड़ा → ______ (पाँच)

(ख) **नमूने के अनुसार वाक्य बदलो।**

उद्देश्य

अकर्मक क्रियाओं के भूतकालिक प्रयोग

मैं शाम को **घूमता हूँ।**
→ मैं कल शाम को **नहीं घूमा।**

1. मैं घर से पाँच बजे निकलता हूँ।
____
2. मैं सवेरे पार्क में दौड़ता हूँ।
____
3. मैं शाम को खेलता हूँ।
____
4. मैं नौ बजे सोता हूँ।
____

(ग) **नमूने के अनुसार सही मिलान करो।**

उद्‌देश्य

विलोम शब्दों की पहचान

2. नमूने के अनुसार वाक्य बदलो।

तुम ईमानदार **बनो**।
→ **तुम्हें** ईमानदार **बनना चाहिए**।

उद्‌देश्य

'चाहिए' क्रिया के साथ वाक्य रूपांतरण

1. तुम यह प्रश्न हल करो।
____
2. तुम सदैव सच बोलो।
____
3. तुम मेरी बात को समझो।
____
4. तुम बड़ों का आदर करो।
____

3. (क) नमूने के अनुसार वाक्य बनाओ।

पिता जी चाय पीते हैं। पिता जी टहलने जाते हैं।
→ पिता जी **चाय पीकर** टहलने जाते हैं।

उद्‌देश्य

'कर' के प्रयोग द्‌वारा वाक्य जोड़ना

1. रमेश खाना खाता है। रमेश सो जाता है।
____
2. माता जी नहाती हैं। माता जी मंदिर जाती हैं।
____

3. सरला गणित पढ़ाती है। सरला घर वापस आती है।

---

4. नौकर बाज़ार जाता है। नौकर सब्जी लाता है।

(ख) नमूने के अनुसार वाक्य बनाओ।

बच्चे ने शोर **सुना** और उठ गया।
→ बच्चा शोर **सुनकर** उठ गया।

उद्देश्य
'कर' के प्रयोग द्वारा संयुक्त वाक्य को सरल बनाना

1. चोर ने आवाज़ सुनी और भाग गया।

---

2. लड़की ने शेर देखा और डर गई।

---

3. मोहन ने साँप देखा और भाग गया।

(ग) शीला ने **हँसते हुए** कहा।
→ शीला ने **हँसकर** कहा।

उद्देश्य
'ते + हुए' → 'धातु + कर' रूपांतरण

1. पिता जी ने डाँटते हुए कहा।

---

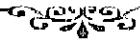
2. शीला ने रोते हुए बताया।

---

3. मास्टर जी ने समझाते हुए कहा।

---

4. मोहन ने चिल्लाते हुए कहा।

---

4. नीचे दिए गए प्रश्नों के उत्तर लिखो।

(क) अध्यापक किस विषय की कक्षा ले रहे थे?

____

____

(ख) विद्यार्थी क्यों रोने लगा?

____

____

उद्देश्य

पाठ बोध

(ग) विद्यार्थी की बात सुनकर अध्यापक ने क्या कहा?

____

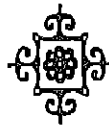
____

(घ) महात्मा गांधी ने सच्चाई और देशभक्ति का पाठ किससे सीखा?

____

____

बारहवाँ पाठ

मैत्री

उद्देश्य

कविता की पंक्तियाँ लिखना

1. (क) कविता की पंक्तियाँ पूरी करो।

1. मैत्री की बड़ी सुखद छाया

____

2. उस पर न वार चलने दूँगा

____

3. मित्रता बड़ा अनमोल रतन

____

उद्देश्य

शब्दार्थ बोध

(ख) शब्द और अर्थ का सही मिलान करो।

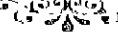
कुठार	औकात
चरण	पेड़
बैकुंठ	दुर्योधन
तरु	कुल्हाड़ी
कुरुपति	पैर
बिसात	स्वर्ग

उद्देश्य

विशेषण शब्दों की पहचान

2. (क) पाठ के आधार पर कोष्ठक के विशेषणों को संज्ञा शब्दों के साथ जोड़ो।

सुखद, शीतल, अनमोल, धिक्कार योग्य

1. __________ रतन
2. __________ नर
3. __________ काया
4. __________ छाया

उद्देश्य

पाठ बोध

3. **नीचे दिए गए प्रश्नों के उत्तर लिखो।**

(क) कौन-सा नर धिक्कार-योग्य है?

(ख) मित्रता कैसा रतन है?

(ग) कर्ण कुरुपति के चरणों पर क्या न्योछावर करना चाहता है?

उद्देश्य

भाव स्पष्ट करना

4. **भाव स्पष्ट करो।**

जीते जी उसे बचाऊँगा
या आप स्वयं कट जाऊँगा

तेरहवाँ पाठ

अँधेर नगरी

1. **शब्दार्थ और शब्द रचना**

(क) **नमूने के अनुसार शब्द बनाओ।**

उद्देश्य
'ई' प्रत्यय लगाकर शब्द निर्माण

कारीगर → कारीगरी

कोतवाल ____________________

फरियाद ____________________

गद्दा ____________________

(ख) **नीचे लिखे शब्दों का वाक्यों में प्रयोग करो।**

उद्देश्य
अव्ययों का प्रयोग

दूर से ____________________

____

की ओर ____________________

____

बेकार में ____________________

____

असल में ____________________

____

के जीते जी ____________________

____

(ग) **दिए गए अंकों को शब्दों में लिखो।**

उद्देश्य
अंकों का शब्दों में प्रयोग

लड्डू के लिए ______ किलो गुड़ चाहिए। (¾)
→ लड्डू के लिए **पौन किलो** गुड़ चाहिए।

1. पूजा के लिए ______ किलो मिठाई चाहिए। (1 -1/4)

2. कमीज के लिए ——— मीटर कपड़ा चाहिए। (2-1/2)
3. खीर के लिए ——— लीटर दूध चाहिए। (3-1/2)
4. हलुवा के लिए ——— किलो शक्कर चाहिए। (1-3/4)
5. सब्जी के लिए ——— किलो आलू चाहिए। (1-1/2)

(घ) नमूने के अनुसार शब्द बदलो।

भीख → भिक्षा

उद्देश्य
तद्भव शब्दों के तत्सम रूप

1. पूरब ________________
2. दुबला ________________
3. धरम ________________
4. सूरज ________________

(ङ) निम्नलिखित शब्दों के अर्थ समझाओ।

उद्देश्य
विशेष प्रकार के शब्दों के अर्थ समझना

भोग ________________
भाजी ________________
शुभ घड़ा ________________
सूली ________________
मसक ________________

(च) निम्नलिखित कथनों का वाक्य में प्रयोग करो।

उद्देश्य
क्रियाओं का वाक्यों में प्रयोग

1. मालूम पड़ना ________________
____
2. मोल लेना ________________
____
3. मना करना ________________
____

4. हुक्म होना ______________________

____

5. उपदेश देना ______________________

____

2. सही शब्द चुनकर वाक्य पूरे करो।

उद्देश्य
शब्दों का सही प्रयोग

1. नारायण दास ________ की ओर जाएगा (पूर्व/पश्चिम/दक्षिण)
2. भिक्षा माँग कर ________ पैसे लाया हूँ। (नौ/सात/ग्यारह)
3. मेरी ________ उसके नीचे दब गई। (गाय/भैंस/बकरी)
4. ________ को अभी फाँसी दे दो। (भिश्ती/कोतवाल/बनिये)
5. मिठाई खा-खा कर ________ हो गया है। (दुबला/नीला/मोटा)
6. फाँसी का फंदा ________ निकला। (कड़ा/बड़ा/छोटा)
7. स्वर्ग जाने में ________ क्या? (स्त्री-पुरुष/बूढ़ा-जवान/मोटा-ताजा)
8. हमको फाँसी चढ़ाओ, ________। (आराम से/धीरे-धीरे/जल्दी-जल्दी)

3. नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

उद्देश्य
पाठ बोध

1. मसक बनाने वाला कसाई को दोषी क्यों बताता है?

____

____

2. कोतवाल को फाँसी क्यों दी जा रही थी?

____

____

3. सिपाहियों ने गोवर्धन दास से क्या-क्या कहा?

____

____

4. नमूने के अनुसार वाक्य बदलो।

मेरी बात **मानो, नहीं तो** पछताओगे।
→ मेरी बात **नहीं मानोगे तो** पछताओगे।

उद्‌देश्य
वाक्य रूपांतरण

1. मेरी बात सुनो, नहीं तो परेशान होगे।
2. गणित के सवाल समझो, नहीं तो हल नहीं कर पाओगे।
3. इन अभ्यासों पर ध्यान दो, नहीं तो हिंदी नहीं सीख पाओगे।
4. व्याकरण के नियम जानो, नहीं तो गलत बोलते रहोगे।

(ख) **ऐसी** दीवार बनाई कि गिर पड़ी। (कमज़ोर)
→ **इतनी** कमज़ोर दीवार बनाई कि गिर पड़ी।

उद्‌देश्य
'ऐसी' को 'इतनी + विशेषण' में बदलना

1. ऐसा महल बनाया कि गिरता ही नहीं। (मज़बूत)
2. ऐसा रंग चढ़ाया कि छूटता ही नहीं। (गहरा)
3. ऐसा दरवाज़ा बनाया कि टूट गया। (बेकार)
4. ऐसी सड़क बनाई कि ढह गई। (ख़राब)

(ग) यह **कहाँ का न्याय है**?
→ यह **तो न्याय नहीं है**।

उद्‌देश्य
प्रश्नवाचक वाक्य के नकारात्मक अर्थ की पहचान

1. यह कहाँ का धर्म है?
2. यह कहाँ की दया है?

3. यह कहाँ की शराफ़त है?

---

4. ये कहाँ के नियम हैं?

---

5. यह कहाँ की भलमनसाहत है?

---

5. (क) नीचे लिखे वाक्यों को सही घटनाक्रम से लिखो।

उद्‌देश्य

पाठ बोध के लिए वाक्यों को क्रम से लिखना

1. गोवर्धन दास का मिठाई मोल लेना।
2. गोवर्धन दास का पूर्व की ओर जाना।
3. महंत का महल में पहुँचना।
4. फरियादी का आना।
5. महंत का महल छोड़कर जाना।
6. गोवर्धन का पकड़े जाना।
7. कोतवाल को फाँसी का आदेश देना।
8. राजा का फाँसी चढ़ना।
9. गुरु जी का प्रकट होना।
10. फाँसी चढ़ने के लिए गुरु-चेले का बहस करना।
11. गुरु जी का चेले को अंतिम उपदेश देना।

____

____

____

____

6. निम्नलिखित कथन किसने, किससे कहे?

कथन	किसने कहा	किससे कहा
1. चलो यहाँ रुका जाए।	________	________
2. सेब टके सेर।	________	________
3. साढ़े तीन सेर मिठाई दे दे।	________	________
4. कारीगर ने ऐसी दीवार बनाई कि गिर पड़ी।	________	________
5. जब सूली पर चढ़ जाओगे, तब मालूम होगा।	________	________
6. हमको फाँसी चढ़ाओ, जल्दी-जल्दी।	________	________

उद्देश्य
पाठ बोध

योग्यता विस्तार

(क) अपने पास के बाज़ार में जाओ। वहाँ किन्हीं पाँच चीज़ों के दाम मालूम करो और लिखो। जैसे - आलू पाँच रुपए किलो

1. ____________ 2. ____________

3. ____________ 4. ____________

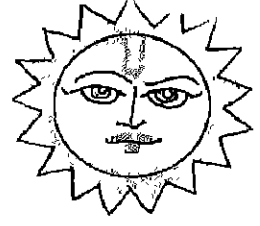
5. ____________

उद्देश्य
व्यावहारिक ज्ञान प्राप्त करना

(ख) इस नाटक को कक्षा में अलग-अलग विद्यार्थी, अलग-अलग पात्रों की भूमिका में पढ़ें तथा इसे मंच पर खेलें।

उद्देश्य
सही हाव-भाव के साथ पाठ पढ़ना

चौदहवाँ पाठ

पोंगल

1. शब्दार्थ और शब्द रचना

उद्‌देश्य
'इक' जोड़कर संज्ञा से विशेषण बनाना

(क) नमूने के अनुसार शब्द बनाओ।

आरंभ → आरंभिक

साहस → ____________

मानस → ____________

मास → ____________

उद्‌देश्य
शब्द में 'आई' प्रत्यय जोड़कर विशेषण से संज्ञा शब्द बनाना

(ख) साफ़ → सफ़ाई

अच्छा → ____________

बुरा → ____________

चिकना → ____________

उद्‌देश्य
क्रिया में 'ई' प्रत्यय जोड़कर क्रिया से संज्ञा शब्द बनाना

(ग) पढ़ना → पढ़ाई

रंगना → ____________

कमाना → ____________

लिखना → ____________

2. नमूने के अनुसार वाक्य बदलो।

उद्‌देश्य
वाक्य रूपांतरण

पोंगल के दिन घर की **सफ़ाई की जाती है।**
→ पोंगल के दिन घर की **सफ़ाई करते हैं।**

(क) भोगी के दिन ढोल बजाकर खुशियाँ मनायी जाती है।

____

(ख) पोंगल के दिन बढ़िया भोजन बनाया जाता है।

____

(ग) पंजाब में लोहड़ी का त्योहार मनाया जाता है।

____

(घ) माट्टु पोंगल के दिन बैलों को नहलाया जाता है।

____

3. नमूने के अनुसार शब्दों का मिलान करो।

उद्देश्य
समान गुणधर्मों वाले शब्दों को मिलाना

पेड़	फलफूल
खेत-खलिहान	रंगोली
बगीचा	हरियाली
आँगन	अनाज
आँच	आग
बेटी	मिठास
गुड़	मायका

4. वर्तनी शुद्ध करो।

उद्देश्य
सही वर्तनी की पहचान

सुर्य	______	चारो और	______
संपति	______	अनंद	______
अग्नी	______	लड़कीयाँ	______
रिषि	______	हिंदी भाशी	______

5. पाठ के आधार पर सही पर (✓) तथा गलत पर (×) निशान लगाओ।

उद्देश्य
पाठ बोध

1. मीठे भात को खिचड़ी कहते हैं। ☐
2. पोंगल के अवसर पर आँगन को रंगोली से सजाते हैं। ☐
3. पोंगल के अवसर पर दूध में चावल पकाया जाता है। ☐

4. भारत एक उद्योग प्रधान देश है। ☐
5. तमिल भाषा में गाय को 'माडु' कहते हैं। ☐
6. काणुम-पोंगल के दिन जगह-जगह मेले लगते हैं। ☐
7. पोंगल का त्योहार अन्य राज्यों में 'संक्रांति' के नाम से जाना जाता है। ☐

6. नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

(क) भारत की क्या विशेषता है?

____

____

(ख) भारत के किसान का जीवन किस पर आधारित है?

____

____

उद्देश्य
पाठ बोध

(ग) पोंगल का त्योहार किस अंग्रेजी मास में मनाया जाता है?

____

____

(घ) पोंगल के अवसर पर सूर्यदेव को क्या चढ़ाया जाता है?

____

____

(ङ) पोंगल का त्योहार कितने दिनों तक मनाया जाता है?

____

____

योग्यता विस्तार

अपने अनुभव एवं ज्ञान के अनुसार रिक्त स्थान की पूर्ति करो।

(क) ______________ के दिन बहन भाई के हाथ में राखी बाँधती है।

(ख) ______________ के दिन लक्ष्मी की पूजा की जाती है।

(ग) ______________ नृत्य का आयोजन नवरात्रि के अवसर पर होता है।

(घ) ______________ के अवसर पर भारत के राष्ट्रपति राजपथ पर सेना की सलामी लेते हैं।

(ङ) ______________ के अवसर पर प्रधानमंत्री लाल किले पर झंडा फहराते हैं।

(च) ______________ के दिन ताज़िए निकाले जाते हैं।

अनुकार्य

अपने मित्र को चेन्नै से पत्र लिखो, जिसमें पोंगल त्योहार का वर्णन हो।

पंद्रहवाँ पाठ

दिनचर्या

1. शब्दार्थ और शब्द रचना

(क) **नमूने के अनुसार अनेक शब्दों के लिए एक शब्द लिखो।**

आसानी से पचने वाला → सुपाच्य

उद्देश्य

एक शब्द के स्थान पर वाक्यांश का प्रयोग

1. जहाँ बच्चे पढ़ते हैं ____________
2. जो खाने में अच्छा लगे ____________
3. जहाँ कर्मचारी काम करते हैं ____________
4. दिन भर के काम ____________

(ख) **नमूने के अनुसार विलोम शब्द लिखो।**

जल्दी आना → देर से आना

उद्देश्य

विलोम शब्दों की पहचान

जाते समय → ____________

अच्छा लगना → ____________

अधिक लोग → ____________

शुरू में → ____________

(ग) **पाठ के आधार पर गोपाल की दिनचर्या को क्रम से लिखो।**

उद्देश्य

दिनचर्या के कामों को क्रम देना

बिस्तर ठीक करना, सैर करना, सोकर उठना, स्कूल आना, समाचार पत्र पढ़ना, नाश्ता करना, खेल खेलना, सो जाना, दोपहर का खाना खाना, नहाना।

1. ____________ 2. ____________

3. ____________ 4. ____________

5. ____________ 6. ____________

7. ____________ 8. ____________

9. ____________ 10. ____________

2. नमूने के अनुसार वाक्य बदलो।

उद्देश्य
'पसंद है,' → 'पसंद करता हूँ' में रूपांतरण

मुझे (मुझको) तैरना **पसंद है।**
मैं तैरना **पसंद करता हूँ।**

(क) जॉन को स्कूटर चलाना पसंद है।
____

(ख) गोपाल को हॉस्टल में रहना पसंद है।
____

(ग) शीला को जल्दी उठना पसंद है।
____

(घ) भाई को उपन्यास पढ़ना पसंद है।
____

3. पाठ के आधार पर सही शब्द चुनकर वाक्य पूरे करो।

उद्देश्य
पाठ बोध

कितने, कैसे, क्या, कैसा, क्या-क्या

(क) जॉन, तुम रोज़ स्कूल ______ आते हो?
(ख) तुम्हें ______ लगता है?
(ग) ______ तुम भी व्यायाम करते हो?
(घ) नाश्ते में ______ मिलता है?
(ङ) तुम्हारी शाम ______ बीतती है?
(च) तुम हॉस्टल में ______ बजे उठते हो?

4. नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

उद्देश्य
पाठ बोध

(क) गोपाल प्रातःकाल कितने बजे उठता है?
____
____

(ख) जॉन व्यायाम कब करता है?
____
____

(ग) गोपाल आधी छुट्टी में खाना खाने के बाद क्या करता है?

(घ) जॉन कौन-सा समाचारपत्र पढ़ना पसंद करता है?

(ङ) गोपाल शाम को क्या करता है?

(च) गोपाल रात में कितने बजे तक पढ़ाई करता है?

योग्यता विस्तार

उद्देश्य
स्वतंत्र लेखन

(क) हॉस्टल के विद्यार्थी के रूप में अपनी दिनचर्या का वर्णन करो।

उद्देश्य
शब्द सूची बनाना

(ख) पाठ में से भोजन-संबंधी शब्दों को छाँटकर उनकी सूची बनाओ।

सोलहवाँ पाठ
कुछ काम करो

1. शब्दार्थ और शब्द रचना

नमूने के अनुसार शब्द बनाओ।

उद्देश्य

विलोम शब्दों की पहचान

सुख × दुःख

जन्म × ________

कोमल × ________

कठिन × ________

आदि × ________

2. कविता की पंक्तियाँ पूरी करो।

उद्देश्य

कविता की पंक्तियाँ लिखना

1. ________________________

कुछ काम करो, कुछ काम करो,

2. समझो जिसमें यह व्यर्थ न हो,

________________________।

3. करके विधिवाद न खेद करो,

________________________।

4. बनता बस उद्‌यम ही विधि है,

________________________।

3. **नीचे दिए गए प्रश्नों के उत्तर लिखो।**

(क) 'सुख की निधि' कैसे प्राप्त होती है?

____

____

____

____

उद्देश्य
पाठ बोध

(ख) यह जन्म व्यर्थ न हो, इसके लिए क्या करना चाहिए?

____

____

____

____

4. **नमूने के अनुसार कविता की पंक्तियों को गद्य में रूपांतरित करो।**

मिलती जिससे सुख की निधि है।
→ जिससे सुख की निधि मिलती है।

उद्देश्य
कविता की पंक्तियों का गद्य में रूपांतरण

(क) कुछ तो उपयुक्त करो तन को।

____

(ख) बनता बस उद्यम ही विधि है।

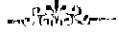
____

(ग) समझो धिक् निष्क्रिय जीवन को।

____

(घ) नर हो, न निराश करो मन को।

____

5. भाव स्पष्ट करो।

उद्देश्य

अर्थ बोध

(क) बनता बस उद्यम ही विधि है,
मिलती जिससे सुख की निधि है।

____

____

____

____

(ख) करके विधिवाद न खेद करो,
निज लक्ष्य निरंतर भेद करो।

____

____

____

____

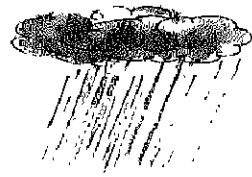
अनुकार्य

उद्देश्य

कविता याद करना

इस कविता को याद करके कक्षा में सुनाओ।

सत्रहवाँ पाठ

बिन पानी सब सून

1. शब्दार्थ और शब्द रचना

(क) विलोम शब्दों को मिलाओ।

उद्देश्य

विलोम शब्दों की पहचान

मौखिक	मूर्ख
स्वच्छता	सूखा
बुद्धिमान	परतंत्र
आकाश	लिखित
गरमी	पाताल
बारिश	गंदगी
स्वतंत्र	सरदी

(ख) नमूने के अनुसार शब्द बनाओ।

उद्देश्य

'इका' प्रत्यय लगाकर लिंग परिवर्तन

अध्यापक → अध्यापिका

शिक्षक → ____________

गायक → ____________

नायक → ____________

गणक → ____________

(ग) नमूने के अनुसार साथ आने वाले शब्दों को जोड़ो।

उद्देश्य

सह-शब्दों की पहचान

आना →	ज़ाना	गरमी →	सरदी
खाना →	________	कूड़ा →	________
उठना →	________	फोड़े →	________
चलना →	________	पेड़ →	________
नहाना →	________	बचा →	________

2. (क) निम्नलिखित शब्दों का वाक्य में प्रयोग करो।

बचा-खुचा ______________________

____

उद्देश्य
वाक्य प्रयोग

असंतुलित ______________________

____

लगातार ______________________

____

कूड़ा-करकट ______________________

____

(ख) नमूने के अनुसार क्रिया रूप बनाओ।

उद्देश्य
प्रेरणार्थक क्रियाओं की पहचान

हँसना → हँसाना

सुनना → ______________

पढ़ना → ______________

चलना → ______________

लिखना → ______________

3. नमूने के अनुसार वाक्य बदलो।

उद्देश्य
आदरसूचक वाक्य में रूपांतरण

(क) **तुम** पंखे की रफ़्तार कम **कर दो**।
→ **आप** पंखे की रफ़्तार कम **कर दीजिए**।

1. तुम घर का दरवाज़ा बंद कर दो।

____

2. तुम अलमारी में कपड़े रख दो।

____

3. तुम कुरसी पर बैठ जाओ।

4. तुम खाना खा लो।

उद्देश्य

आदरसूचक क्रिया रूप में वाक्य रूपांतरण

(ख) मेरा घर दूर है **तुम** बस से **आना**।
→ मेरा घर दूर है **आप** बस से **आएँ**।

1. आगे फिसलन है तुम ध्यान से चलना।

2. चढ़ाई कठिन है तुम धीरे-धीरे चढ़ना।

3. सरदी बहुत है तुम गरम पानी से नहाना।

(ग) **कितनी** गरमी है आज।
→ आज **बहुत** गरमी है।

उद्देश्य

'कितनी' का 'बहुत' के अर्थ में प्रयोग

1. मेले में कितनी भीड़ है।

2. कितने बादल छाए हैं आज।

3. कितने मच्छर हैं यहाँ।

4. कितनी मछलियाँ हैं इस तालाब में।

उद्देश्य

पाठ बोध

4. (क) **नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।**

1. अध्यापिका ने पंखे की स्पीड तेज़ करने को क्यों कहा?

2. श्रीनिवास अध्यापिका से क्या जानना चाहता था?

3. सुजाता के अनुसार धरती का तापमान कैसे घटेगा?

(ख) नीचे दिए गए प्रश्नों के उत्तर लिखो।

1. अध्यापिका ने बहुमंजिली इमारतों से गरमी बढ़ने के क्या कारण बताए?

उद्देश्य
पाठ बोध

2. पानी बचाने के बारे में अध्यापिका ने क्या सुझाव दिए?

योग्यता विस्तार

प्रदूषण फैलने के पाँच प्रमुख कारण लिखो।

उद्देश्य
स्वतंत्र लेखन

1.
2.
3.
4.
5.

अठारहवाँ पाठ

अकबर - बीरबल

1. शब्दार्थ और शब्द रचना

(क) वाक्यांश को सही शब्द से मिलाओ।

उद्देश्य
अर्थ की पहचान

1. बस चलानेवाला	घड़ीसाज
2. स्कूल में पढ़ानेवाला	संगीतकार
3. खेती करनेवाला	साहित्यकार
4. घड़ी ठीक करनेवाला	ड्राइवर
5. संगीत सुनानेवाला	अध्यापक
6. कविता लिखनेवाला	नेता
7. साहित्य सृजन करनेवाला	किसान
8. नेतृत्व करनेवाला	कवि

(ख) कोष्ठक में से सही शब्द चुनकर गद्यांश पूरा करो।

उद्देश्य
परसर्गों का प्रयोग

ने, में, के, से, को, पर

आज शाम ________ शीला ________ मुझ ________ खाने ________ बुलाया है। उस ________ मुझ ________ कहा कि वह एक ________ खास बात ________ बारे ________ मुझ ________ बातचीत करना चाहती है।

(ग) नमूने के अनुसार शब्द बनाओ।

उद्देश्य
शब्द रचना

ज्यादा → ज्यादातर

1. बद → ________
2. कम → ________
3. अधिक → ________

(घ) **नमूने के अनुसार शब्द बनाओ।**

उद्देश्य
शब्द रचना

परवाह → **ला**परवाह

1. जवाब → ______
2. पता → ______
3. इलाज → ______

2. **नमूने के अनुसार वाक्य बदलो।**

उद्देश्य
रूपांतरण

(क) तानसेन को संगीत सम्राट **कहते हैं**।
→ तानसेन को संगीत सम्राट **कहा जाता है**।

1. सुभाषचंद्र बोस को 'नेता जी' कहते हैं।
______।
2. गाँधी जी को 'राष्ट्रपिता' कहते हैं।
______।
3. भगत सिंह को 'शहीदे आजम' कहते हैं।
______।
4. सरदार पटेल को 'लौहपुरुष' कहते हैं।
______।
5. ए.पी.जे. अब्दुल कलाम को 'मिसाइलमैन' कहते हैं।
______।
6. दिल्ली को भारत का 'दिल' कहते हैं।
______।

उद्देश्य
संयुक्त क्रिया की पहचान

(ख) वह घर **आया**।
→ वह घर **आ गया**।

1. बालक कुरसी पर बैठा। (जाना)
______।
2. सुशील ने नई साइकिल ली। (लेना)
______।
3. उसने पुरानी साइकिल बेची। (देना)
______।

3. किसने किससे कहा?

कथन	किसने कहा	किससे कहा
1. "सुनो भाई, आज बादशाह ने लोटा-भर चूना मँगवाया है, पान नहीं"	________	________
2. "क्या करेंगे इतने चूने का बादशाह सलामत"	________	________
3. "सुनो, क्या बादशाह के लिए तुम्हीं रोज़ पान ले जाते हो?"	________	________
4. "तुम कुछ दिन और जीना चाहते हो, या आज ही मर जाना चाहते हो?"	________	________
5. "रबड़ी तो बादशाह सलामत ने नहीं मँगवाई।"	________	________
6. "मैं जो कह रहा हूँ वही करो। इसी में तुम्हारी भलाई है।"	________	________

उद्देश्य
पाठ बोध

4. **नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।**

1. अकबर के दरबार में नौ प्रतिभाशाली लोगों को क्या कहा गया था?

____

____

उद्देश्य
पाठ बोध

2. बीरबल कैसे परिवार में पैदा हुए थे?

____

____

3. आगरा में बीरबल कहाँ ठहरे?

____

____

4. बीरबल घर के सामने किस दुकान पर बैठे थे?

____

____

5. अगले दिन बादशाह को नौकर के बारे में क्या पता चला।

6. नौकर की बात सुनकर बादशाह ने बीरबल के बारे में क्या सोचा?

उद्देश्य

पाठ बोध

5. नीचे दिए गए प्रश्नों के उत्तर लिखो।

1. दरबार में पहुँचते ही बादशाह ने नौकर को क्या हुक्म दिया?

2. जब नौकर बीरबल को बुलाने गया तो उन्होंने क्या कहा?

योग्यता विस्तार

उद्देश्य

स्वतंत्र लेखन

अकबर-बीरबल से संबंधित बुद्धिमानी की कोई कहानी सात-आठ वाक्यों में लिखो।

उन्नीसवाँ पाठ

वे कैसे पहुँचाते हैं संदेश

1. **शब्दार्थ और शब्द रचना**

(क) **पहली पंक्ति के अनुसार 'तर' और 'तम' को जोड़कर शब्द बनाओ।**

उद्देश्य
'तर' और 'तम' का प्रयोग

		तर	तम
अधिक	→	अधिकतर	अधिकतम
लघु	→	________	________
श्रेष्ठ	→	________	________
उच्च	→	________	________
निम्न	→	________	________

(ख) **सही शब्द चुनकर गद्यांश पूरा करो।**

उद्देश्य
क्रिया-विशेषणों की पहचान

अलग-अलग, ज़ोर-ज़ोर, धीरे-धीरे, साथ-साथ, सवेरे-सवेरे

चिड़ियाँ ________ उठ जाती हैं। पहले वे ________ चीं-चीं करती हैं फिर सब मिलकर ________ से आवाज़ करने लगती हैं। चिड़ियाँ एक-दूसरे के ________ भी रहती हैं और एक-दूसरे से ________ भी रहती हैं।

(ग) **नमूने के अनुसार शब्द बनाओ।**

दादा → दादी

बेटा → ________

पोता → ________

नाना → ________

चाचा → ________

2. (क) नमूने के अनुसार वाक्य बदलो।

सभी पक्षी **संदेश देते हैं।**
→ सभी पक्षी **संदेश दिया करते हैं।**

उद्देश्य
'देना'→ 'दिया करना' का रूपांतरण

1. पक्षी तरह-तरह की आवाज़ें निकालते हैं।
____
2. अध्यापक कक्षा में लगातार बोलते हैं।
____
3. पिता जी रोज़ सुबह दूध पीते हैं।
____
4. माँ रविवार को दोसा बनाती है।
____

(ख) नीचे लिखे शब्दों को तीन वर्गों में उचित ढंग से बाँटकर लिखो।

उद्देश्य
मानवेतर प्राणी-वर्ग की पहचान

बछड़ा, कुत्ता, गधा, बैल, सिंह, मैना, कौआ, तोता, मोर, बुलबुल, झींगुर, चींटी, तितली, मधुमक्खी, मकड़ी

पशु वर्ग	पक्षी वर्ग	कीट-पतंगा वर्ग
______	______	______
______	______	______
______	______	______
______	______	______
______	______	______

3. सही शब्द चुनकर वाक्य पूरे करो।

उद्देश्य
सही क्रिया रूप का प्रयोग

पढ़ा होगा, देखा होगा, सुना होगा

(क) तुमने ______ कि देशी मैना पंख फुलाकर, सिर हिलाकर बोलती है।

(ख) आपने अपनी पाठ्यपुस्तक में ______ कि देश के पहले राष्ट्रपति बाबू राजेन्द्र प्रसाद थे।

(ग) तोता-मैना की कहानी आपने दादा जी से ______।

(घ) स्वतंत्रता दिवस के अवसर पर तुमने ________ कि प्रधानमंत्री लाल किले से भाषण दे रहे थे।

4. नीचे दिए वाक्यों को सही घटनाक्रम से लिखो।

1. "क्या सभी पक्षी संदेश देते हैं, बाबा?"
2. "आओ-आओ और सहभोज में शामिल हो जाओ।"
3. "बाबा, कौआ क्या बोल रहा है?"
4. "बाबा, रोज सवेरे गौरैया चीं-चीं करके क्या-क्या बोलती रहती है?"
5. "उसके जवाब में कहीं दूर से दूसरी गौरैया भी चीं-चीं करने लगती है।"

उद्देश्य
पाठ बोध

1. ________
2. ________
3. ________
4. ________
5. ________

5. नीचे दिए गए प्रश्नों के उत्तर लिखो।

1. मुँडेर पर बैठे कौए को देखकर सोनू ने बाबा से क्या पूछा?

____

____

उद्देश्य
पाठ बोध

2. मैना अपना संदेश कैसे देती है?

____

____

3. कुत्ते अपने दल के साथियों से तालमेल बनाए रखने के लिए क्या करते हैं?

____

____

4. मधुमक्खी अपना संदेश किस प्रकार देती है?

____

____

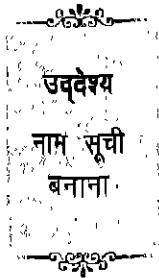
5. झींगुर का संदेश देने का तरीका क्या है?

____

____

योग्यता विस्तार

उद्देश्य
नाम सूची बनाना

विभिन्न पशु-पक्षियों और कीट-पतंगों के नाम लिखो।

____

____

____

____

बीसवाँ पाठ
चिट्ठी

उद्देश्य

संदर्भ के अनुसार शब्दों का मिलान

1. (क) **किसका किससे संबंध है?**

मम्मी	उपहार
पापा	बड़ा
चाचा	छोटा-सा
लिफ़ाफ़ा	संदेश
कागज़	पोस्टकार्ड
नए-नए	प्यारी किट्टी

उद्देश्य

कविता की पंक्तियाँ पूरी करना

(ख) **कविता की पंक्तियाँ पूरी करो।**

1. चिट्ठी है ______________________
2. तय कर आई ______________________
3. मेहनत से ______________________
4. समझो ______________________
5. करता ______________________
6. जोड़ रहा है ______________________

उद्देश्य

समानार्थी शब्द लिखना

(ग) **निम्नलिखित शब्दों के दो-दो पर्याय लिखो।**

चिट्ठी __________ __________

घर __________ __________

रात __________ __________

दुनिया __________ __________

2. (क) कविता की पंक्तियाँ पूरी करो।

उद्देश्य
कविता की पंक्तियाँ पूरी करना

1. इसमें सुख-दुख की हैं बातें।

____

2. छोटा-सा कागज़ बिन पैर

____

3. ______________________________

पढ़-लिख कर होगी होशियार।

4. ______________________________

समझो चाचा का उपहार।

3. नमूने के अनुसार कविता की पंक्तियों को गद्य में लिखो।

उद्देश्य
काव्य पंक्ति का गद्य पंक्ति में रूपांतरण

चिट्ठी है घर का अखबार।
→ चिट्ठी घर का अखबार है।

1. जब आता है बड़ा लिफ़ाफ़ा।

____

2. करता दुनिया भर की सैर।

____

3. मेहनत से तुम पढ़ना बेटी।

____

4. जोड़ रहा है दिल के तार।

____

4. नीचे दिए गए प्रश्नों के उत्तर लिखो।

उद्देश्य
पाठ बोध

(क) कविता में चिट्ठी को घर का अखबार क्यों कहा गया है?

____

____

____

(ख) चिट्ठी के अलावा संदेश भेजने के अन्य साधन कौन-कौन से हैं?

(ग) मम्मी ने किट्टी को चिट्ठी में क्या संदेश दिया?

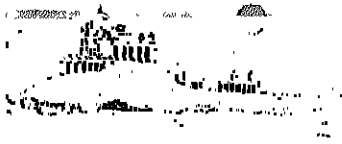
5. भाव स्पष्ट करो।

उद्देश्य
भाव बोध

जोड़ रहा है दिल के तार।

योग्यता विस्तार

उद्देश्य
स्वतंत्र लेखन

नव वर्ष की बधाई देते हुए अपने मित्र को पत्र लिखो।

इक्कीसवाँ पाठ

कन्याकुमारी से पत्र

1. शब्दार्थ और शब्द रचना

उद्देश्य
शब्द निर्माण

(क) नमूने के अनुसार शब्द बनाओ।

पूर्व → पूर्वी

दक्षिण → ____________

पश्चिम → ____________

उत्तर → ____________

उद्देश्य
'ईय' प्रत्यय लगाकर विशेषण की रचना

(ख) नमूने के अनुसार शब्द बनाओ।

दर्शन → दर्शनीय

चिंतन → ____________

वंदन → ____________

स्मरण → ____________

कथन → ____________

उद्देश्य
'ई' और 'आई' प्रत्यय लगाकर विशेषण की रचना

(ग) नमूने के अनुसार शब्द बनाओ।

कठिन → कठिनाई

चतुर → ____________

लंबा → ____________

अच्छा → ____________

बुरा → ____________

ऊँचा → ____________

उद्देश्य
'स' जोड़कर शब्द बनाना

(घ) **नमूने के अनुसार शब्द बनाओ।**

स + आदर → सादर

स + आभार	=	———	स + परिवार	=	———
स + स्नेह	=	———	स + आनंद	=	———
स + धन्यवाद	=	———	स + प्रेम	=	———

2. **नमूने के अनुसार शब्दों के अर्थ लिखो।**

उद्देश्य
शब्दार्थ बोध

(क) सहपाठी → साथ पढ़ने वाला

सहकर्मी ——————

सहयात्री ——————

सहगान ——————

सहयोगी ——————

सहवासी ——————

उद्देश्य
शब्दों का सही प्रयोग

(ख) **सही शब्द चुनकर वाक्य पूरा करो।**

अगला, अगले, अगली, पहला, पहले, पहली

1. आप ——— महीने कब आएँगे?
2. आपका ——— कार्यक्रम क्या होगा?
3. आपकी ——— योजना क्या है?
4. ——— दस पाठों को पढ़ो।
5. यह सड़क का ——— मोड़ है।
6. शीला ——— पंक्ति में बैठी है।

3. नमूने के अनुसार वाक्य बदलो।

(क) **बहुत दिनों से** तुम्हारा कोई पत्र नहीं मिला।
→ **बहुत दिन हुए** तुम्हारा कोई पत्र नहीं मिला।

उद्‌देश्य
वाक्य रूपांतरण

1. बहुत दिनों से तुम मेरे घर नहीं आए हो।

___

2. कई महीनों से मैंने कोई फिल्म नहीं देखी।

___

3. बहुत दिनों से आप दिल्ली नहीं आए।

___

(ख) हम गोआ **होते हुए** कन्याकुमारी पहुँचे।
→ हम गोआ **होकर** कन्याकुमारी पहुँचे।

उद्‌देश्य
वाक्य रूपांतरण

1. यह गाड़ी कानपुर होते हुए लखनऊ जाती है।

___

2. तमिलनाडु एक्सप्रेस विजयवाड़ा होते हुए नई दिल्ली जाती है।

___

3. क्या तुम रमेश के घर होते हुए मेरे यहाँ आओगे।

___

(ग) यहाँ की प्राकृतिक सुंदरता **देखने योग्य** है।
→ यहाँ की प्राकृतिक सुंदरता **देखते ही बनती** है।

उद्‌देश्य
वाक्य रूपांतरण

1. चारमीनार की भव्यता देखने योग्य है।

___

2. गुवाहाटी में ब्रह्मपुत्र के जल का विस्तार देखने योग्य है।

___

3. गोपुरम की कलाकृतियाँ देखने योग्य हैं।

____

4. कन्याकुमारी के बारे में चार-पाँच वाक्य लिखो।

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उद्देश्य

स्वतंत्र लेखन

योग्यता विस्तार

अपने किसी मित्र को जन्मदिन की बधाई देते हुए पत्र लिखो।

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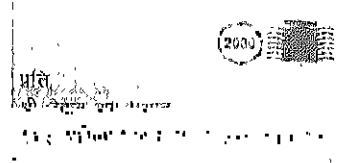
उद्देश्य

स्वतंत्र लेखन

बाईसवाँ पाठ
पत्रों के नमूने

उद्देश्य
समानार्थी शब्दों की पहचान

1. शब्दार्थ और शब्द रचना

(क) नमूने के अनुसार समानार्थी शब्दों को मिलाओ।

पत्र	आदरणीय
पूज्य	खबर
प्रणाम	चिट्ठी
प्रिय	प्रसन्नता
समाचार	नमस्ते
खुशी	प्यारे

उद्देश्य
क्रिया के साथ 'वाला', 'वाले', 'वाली' का प्रयोग

2. नमूने के अनुसार वाक्य बदलो।

(क) अगले सप्ताह दीपावली की छुट्टियाँ **हो रही हैं।**
→ अगले सप्ताह दीपावली की छुट्टियाँ **होनेवाली हैं।**

1. मैं अगले महीने मुंबई जा रहा हूँ।

____

2. पिता जी कल दिल्ली से लौट रहे हैं।

____

3. मोहन थोड़ी देर में आ रहा है।

____

4. क्या तुम छुट्टियों में घर जा रहे हो?

____

उद्देश्य
'आ रहा हूँ' → 'आऊँगा' में रूपांतरण

(ख) मैं इन छुट्टियों में घर आ रहा हूँ।
→ मैं इन छुट्टियों में घर **आऊँगा।**

1. शीला कल दिल्ली जा रही है।

____

2. पिताजी कल मुंबई से लौट रहे हैं।

___

3. मेरी बहनें छुट्टियों में आ रही हैं।

___

4. चाची और चाचा भी आ रहे हैं।

___

3. सही शब्द चुनकर वाक्य पूरे करो ।

उद्देश्य
शब्दों का सही प्रयोग

लंबी, सारा, छोटी, बड़ी

1. जाड़े में रातें ——— होती हैं।
2. नीम की पत्तियाँ ——— होती हैं।
3. गंगा एक ——— नदी है।
4. मोहन ——— खाना खा गया।

4. नीचे दिए गए प्रश्नों के उत्तर लिखो।

उद्देश्य
पाठ बोध

(क) दशहरा-दीपावली की छुट्टियाँ कब होनेवाली हैं?

___

___

(ख) भास्कर की माता जी का स्वास्थ्य अब कैसा है?

___

___

(ग) छुट्टियों में भास्कर की कौन-कौन सी बहनें आ रही हैं?

___

___

(घ) पिता जी ने भास्कर को निश्चित सूचना फ़ौरन देने के लिए क्यों कहा?

___

___

तेईसवाँ पाठ
झलकारी

1. **शब्दार्थ और शब्द रचना**

उद्देश्य
संधि द्वारा शब्द निर्माण

(क) नमूने के अनुसार शब्द बनाओ।

वीर + उचित → वीरोचित

यथा + उचित = ________

न्याय + उचित = ________

धर्म + उचित = ________

उद्देश्य
'अक' प्रत्यय द्वारा शब्द निर्माण

(ख) नमूने के अनुसार शब्द बनाओ।

वाचन → वाचक   शिक्षा → शिक्षक

पाचन → ________   रक्षा → ________

संपादन → ________   परीक्षा → ________

अन्वेषण → ________   समीक्षा → ________

2. **(क) समानार्थी शब्दों का सही मिलान करो।**

उद्देश्य
समानार्थी शब्दों की पहचान

गद्दार	परेशान
योद्धा	निगाह
दृष्टि	आज़ादी
चिंतित	सैनिक
स्वाधीनता	विद्रोही

उद्देश्य
वर्तनी शुद्ध करना

(ख) शब्दों को शुद्ध रूप से लिखो।

हुबहु ________   योद्दा ________

रणनिति ________   गद्धार ________

पंक्ती	____________	सूरक्षित	____________
चिन्ह	____________	आर्शीवाद	____________
जयघोश	____________	म्रित	____________
निढ़ाल	____________	गनेश	____________

(ग) निम्नलिखित के अर्थ समझाओ।

दत्तक पुत्र = ____________________________

वीरांगना = ____________________________

निस्संकोच = ____________________________

हमशक्ल = ____________________________

विश्वासपात्र = ____________________________

3. नमूने के अनुसार वाक्य बदलो।

उद्देश्य

'करें' 'करेंगे' रूपांतरण

(क) उचित तो यही होगा कि हम सेना का **संगठन करें**।
→ हम सेना का **संगठन करेंगे**।

1. उचित तो यही होगा कि हम पढ़ाई करें।
____

2. उचित तो यही होगा कि हम जल्दी पहुँचें।
____

3. उचित तो यही होगा कि हम परीक्षा की तैयारी कर लें।
____

4. अच्छा तो यही होगा कि हम आज ही फीस जमा कर दें।
____

उद्देश्य

वाक्य रूपांतरण

(ख) हमें आपके निर्देश की **प्रतीक्षा है**।
→ हम आपके निर्देश की **प्रतीक्षा कर रहे हैं**।

1. हमें आपके आदेश की प्रतीक्षा है।
____

2. हमें आपकी आज्ञा की प्रतीक्षा है।
____

3. हमें आपके आने का इंतजार है।

4. हमें आपके संदेश की प्रतीक्षा है।

4. आशय स्पष्ट करो।

उद्देश्य
आशय स्पष्ट करना

(क) आपकी पराजय केवल रानी लक्ष्मीबाई की पराजय नहीं होगी। वह झाँसी की पराजय होगी।

(ख) ईश्वर ने इसी दिन के लिए मुझे रानी माँ का हमशक्ल बनाया है।

(ग) हम तुम्हारी बहादुरी को सलाम करते हैं।

5. (क) नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

उद्देश्य
पाठ बोध

1. रानी लक्ष्मीबाई के सामने कौन-सा एक ही रास्ता बचा था?

2. अंग्रेजों के भेदिये कहाँ थे?

3. स्वतंत्रता संग्राम किसके कारण खतरे में पड़ जाएगा?

4. नारी सेना किसके लिए तैयार खड़ी थी?

5. वीरांगनाएँ किससे नहीं डरती हैं?

(ख) नीचे दिए गए प्रश्नों के उत्तर लिखो।

उद्देश्य
पाठ बोध

1. गद्दार क्या कर रहें हैं? ऐसी स्थिति में लक्ष्मीबाई क्या करने को कहती हैं?

2. यदि रानी लक्ष्मीबाई की पराजय हो गई तो क्या होगा?

3. जनरल रोज़ निढाल झलकारी को देखकर सैनिकों से क्या कहता है?

योग्यता विस्तार

उद्देश्य
सूची बनाना

झलकारी बाई के वीरोचित गुणों को दर्शाने वाले वाक्यों की सूची बनाओ।

चौबीसवाँ पाठ

मछली और मेढक

(चित्रकथा)

1. शब्दार्थ और शब्द रचना

(क) सही शब्द चुनकर वाक्य पूरे करो।

उद्देश्य
योजकों का सही प्रयोग

नहीं तो, या, क्योंकि, लेकिन, और

1. रानी बुद्धिमान थी ________________ घमंडी थी।
2. सुख ________ दुख सबके जीवन में आते-जाते रहते हैं।
3. तुम चाय लोगे ________________________ कॉफी।
4. नीलम आज स्कूल नहीं आई __________ वह बीमार है।
5. स्वास्थ्य का ध्यान रखो __________ बीमार हो जाओगे।

(ख) नमूने के अनुसार शब्दों का अर्थ लिखो।

उद्देश्य
शब्द की व्याख्या

पगडंडी → वह छोटा रास्ता जिस पर पैदल चला जाता है।

1. वार्तालाप → ________________________
2. मछुआरा → ________________________
3. घमंडी → ________________________

2. नीचे दिए गए कथन किसने किससे कहे, चित्रकथा के आधार पर उत्तर दो।

उद्देश्य
पाठ बोध

कथन	किसने कहा	किससे कहा
1. रानी सुना, मछुआरे क्या कह रहे थे?	______	______
2. चिंता की तो बात ही है।	______	______
3. कल की कल देखी जाएगी।	______	______
4. डरना तो नहीं चाहिए लेकिन करोगी क्या?	______	______
5. मैं तो यह तालाब आज ही छोड़ दूँगा।	______	______
6. जाल से बचने के लिए तुम सब गहराई में चले जाना।	______	______

3. दिए गए अंशों को जोड़कर चित्रकथा के अनुसार सही वाक्य बनाओ।

उद्देश्य
प्रत्यास्मरण

1. दूसरा मछुआरा	मछलियों को पानी में रहते हुए बचना सिखाऊँगी।
2. सुना,	फुदक कर तालाब में जा सकते हो।
3. मैं सब	कल यहीं इन्हें पकड़ेंगे।
4. तुम तो	कोने वाले गड्ढे में छिप जाना।
5. आप सब	चिंता की कोई बात नहीं।

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

4. चित्रकथा के निर्देशों के आधार पर नीचे दिए गए प्रश्नों के उत्तर लिखो।

उद्देश्य
चित्रकथा-बोध

1. मेढक का स्वभाव कैसा था?

____

2. घमंड का क्या परिणाम होता है?

____

3. रानी के घमंड का क्या फल निकला?

____

4. रानी मछली का स्वभाव कैसा था?

____

5. चित्रकथा के आधार पर नीचे दिए गए प्रश्नों के उत्तर दो।

उद्देश्य
चित्रकथा-बोध

1. मछुआरे आपस में क्या बात कह रहे थे?

____

____

2. बहन की बात सुनकर रानी मछली ने क्या कहा?

____

____

3. रानी सब मछलियों को क्या सिखाना चाहती है?

____

____

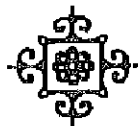
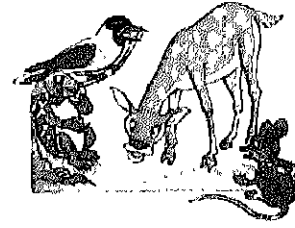
4. मेढक सब मछलियों को क्या सलाह देता है?

____

____

5. रानी ने मछलियों को बचने का क्या उपाय सिखाया?

____

____

पच्चीसवाँ पाठ
चार सच्चे मित्र
(चित्रकथा)

1. शब्दार्थ और शब्द रचना

(क) शब्दों के शुद्ध रूप लिखो।

उद्देश्य
सही वर्तनी का बोध

कौवा → ______ भाईयो → ______
परिर्वतन → ______ कृप्या → ______
संगती → ______ महीलाए → ______
लकनऊ → ______ हरीण → ______
बृज → ______ आग्रा → ______

(ख) नमूने के अनुसार क्रिया बनाओ।

उद्देश्य
प्रेरणार्थक क्रिया की पहचान

छोड़ना → छुड़ाना

उड़ना → ______ हँसना → ______
फँसना → ______ लिखना → ______
चलना → ______ बनना → ______

(ग) नमूने के अनुसार शब्द बनाओ।

उद्देश्य
पदबंध के लिए एक शब्द चुनना

शिकार करने वाला → शिकारी

1. भीख माँगने वाला → ______
2. पूजा करने वाला → ______
3. व्यापार करने वाला → ______
4. पहाड़ पर रहने वाला → ______
5. दरबार में रहने वाला → ______
6. शहर में रहने वाला → ______

उद्‌देश्य
'नी' और 'इया' प्रत्यय द्‌वारा लिंग परिवर्तन

(घ) **नमूने के अनुसार पुल्लिंग शब्दों से स्त्रीलिंग शब्द बनाओ।**

शेर → शेरनी चूहा → चुहिया
मोर → ________ बंदर → ________
हिरन → ________ कुत्ता → ________
ऊँट → ________ बछड़ा → ________

2. नमूने के अनुसार मुहावरों का वाक्यों में प्रयोग करो।

उद्‌देश्य
मुहावरों का वाक्यों में प्रयोग

हिल-मिलकर रहना?
→ सभी देशवासियों को हिल-मिल कर रहना चाहिए।

1. जान बचाकर भागना ________________
____
2. सिर पीटना ________________
____
3. संकट में पड़ना ________________
____
4. पीछे पड़ना ________________
____

(ख) **नमूने के अनुसार वाक्य बदलो।**

उद्‌देश्य
'चल जाना' क्रिया के रूप

शिकारी दूसरी दिशा में **चला जाता है।**
→ शिकारी दूसरी दिशा में **चला गया।**

1. राधा बाईं ओर से चली जाती है।
____
2. पिता जी शाम को कथा सुनने चले जाते हैं।
____
3. शिकारी जंगल में शिकार करने चला जाता है।
____

4. मोहन सुबह खेलने चला जाता है।

____

5. दादी जी सवेरे-सवेरे मंदिर चली जाती हैं।

____

(ग) **नमूने के अनुसार वाक्य बनाओ।**

शायद वह संकट में फँस गया **होगा**।
→ **लगता है** वह संकट में फँस **गया है**।

उद्देश्य
वाक्य रूपांतरण

1. शायद वह चला गया होगा।

____

2. शायद आशा शहर से बाहर चली गई होगी।

____

3. शायद राजू बीमार पड़ गया होगा।

____

4. शायद विद्यार्थी रास्ता भूल गए होंगे।

____

5. शायद रेलगाड़ी चली गई होगी।

____

3. नीचे दिए कथन किसने किससे कहे, चित्रकथा के आधार पर उत्तर दो।

उद्देश्य
चित्रकथा-बोध

कथन	किसने कहा	किससे कहा
1. "भाई, झाड़ी में छिप जाओ, मैं शिकारी को देखता हूँ।"	_______	_______
2. "मित्रों, बाहर आ जाओ, शिकारी दूसरी दिशा में चला गया।"	_______	_______
3. "धन्यवाद कैसा, यह तो मेरा धर्म था।"	_______	_______

4. "कहीं किसी संकट में तो नहीं फँस गया!" ______ ______
5. "ठीक है, अब हम चारों मित्र साथ रहेंगे।" ______ ______
6. "बुरा हुआ, शिकारी ने कछुए को पकड़कर थैले में डाल लिया है।" ______ ______
7. "एक उपाय है, मैं रास्ते में लेट जाऊँगा। तुम मेरे ऊपर बैठ जाना।" ______ ______

4. चित्रकथा के आधार पर नीचे दिए गए प्रश्नों के संक्षिप्त उत्तर लिखो।

उद्देश्य
चित्रकथा-बोध

1. तीनों मित्रों के पास कौन आता है?
____
____

2. हिरण कहाँ छिप गया?
____
____

3. ज़ाल को किसने काटा?
____
____

4. शिकारी ने किसे पकड़ लिया?
____
____

5. हिल-मिलकर रहने से क्या लाभ होता है?
____
____

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं,रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे,

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे; और

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू सके।

11. Inquiry into the military experience of an applicant for employment unless limited to the applicant's experience in the armed forces of the United States.

12. Inquiry into the complexion of an applicant for employment.

13. Requirement that an applicant for employment annex a photograph.

14. Inquiry into the organizations of which an applicant for employment is a member unless the inquiry excludes organizations, the name or character of which indicates the religion, race, or national origin of its members.

The applicant, however, may be asked, "Are you a member of the Communist Party or German American Bund?"

CHAPTER 7

The Interview*

AFTER you have made up your mind about what you want to do, it is time for you to go looking for your job. Remember that you should know not only what you want to do but also why you want to do it. You should know where you want to work, approximately how much money you can expect to make, and what types of jobs you would be willing to accept if you cannot get the exact one you are shooting for.

The most important part of job hunting is the interview. This is your chance to sell yourself. No matter how well qualified you may be for the job, no matter how impressive your references are, a poor showing at an interview is almost certain to ruin your chances.

PREPARING FOR THE INTERVIEW

In any personal contact your own self-confidence, or lack of it, is instantly communicated to your prospective employer. So whether you begin with an employment agency, a personnel office, or with the employer himself, you have to make careful and complete preparations for your interview. Unless you have exceptional personal contacts or particularly outstanding qualifications, job hunting can be a very discouraging business. It is your duty to yourself to be as well prepared as possible before you start making or following up any contacts.

A Special Word to Beginners: The first interview is always the

* Based *on various publications of* U.S. Employment Service, State Employment Services, and schools.

hardest. After you have talked with several people, you will pick up more confidence and polish. As you become more experienced in being interviewed, you will certainly find that it goes much easier. Don't mistake newly acquired confidence, however, for permission to become careless or lackadaisical. Sloppy preparation for an interview, whether the first or fiftieth, is the surest way to make a bad impression; and people who make bad impressions have difficulties getting jobs.

After your first interview it will be of value to review it by putting such questions to yourself as "What situation did I handle correctly?" "Which ones did I mismanage?" "What part could I have done better?" By doing so you will be better prepared for the next interview.

Are You Prepared to Answer Questions? The first thing to check, in preparing for your interview, is replies to basic questions. Quick, concise answers save time as well as make a good impression. If you hesitate too often or beat around the bush, you may find the interview ended a lot sooner than you expected.

The interviewer will certainly want to know: What do you want to do? What can you do? What have you done? What is your schooling? Why are you out of work, or why do you want to change your job? What are you looking for at this particular place as opposed to somewhere else? These are all simple, direct questions; you should not have any trouble with them.

But the interviewer may also get a little more personal. He may ask about your general character, your health, your ambitions. He may try to find out if money is your primary interest, how easily you make and keep friends, whether you are dependable and independent. He may ask you leading questions to find out about your alertness, your judgment, your initiative, even your personal habits. These questions may be tough and you won't be able to click off snappy pat answers. Do not hesitate to shoot back an answer to an involved question. You will be judged on what you say and how you say it.

There is another kind of personal question you may be asked: What do you do with your leisure time? What are your family

responsibilities? Do you belong to and are you active in any social, professional, labor, or fraternal organizations? Are you a member of any political party? Do you drink? Such questions may appear to have no direct bearing on the job you are being interviewed for. The reasons the interviewer may have for asking them as well as the reasons for you to answer them are discussed later in this chapter.

Frequently you will be able to take care of many of the routine questions with some written material such as a personal history. Perhaps you will want to bring other papers with you. If so, be sure they are arranged neatly. You should be able to put your finger on any particular paper without thumbing through the whole pile. Interviewers have to form impressions from just such little incidents as this.

What Questions May You Ask? Many interviewers make a practice of interrupting their own questions and turning the conversation over to the person being interviewed. Generally they will do this by some general statement such as, "I've been doing all the asking; you must have some questions too." This is to give you an easy opening to find out things about the job, the business, and just where you fit into the picture. It will also give the interviewer an opportunity to see how well you can take the initiative in a situation.

The questions you may want to ask will vary with your own special interests and possibly with the type of questions you have already been asked. You may want to find out about working conditions, transportation, rest periods, and your employer's labor policy. And you may want to know something about vacations, overtime pay, health insurance, and hospitalization policies. You should clear up any doubts in your own mind about what your specific duties will be, what your responsibilities will be, who will be over you—and perhaps under you.

You can get some other ideas on the specific type of question you might ask from Chapter 2, "Where People Work and What They Do." You should re-read the "Outline for Study of an Occupation." One of the worst mistakes you can make during an interview is to show so little interest and enthusiasm

in the job that you have no questions about it. But certainly that is better than to make up idle questions on the spur of the moment so irrelevant that an interviewer will see through your lack of knowledge of the industry, your lack of preparation for both the interview and the job, and your lack of initiative in general.

How to Dress: Just a few words on what you should wear at your interview. It goes without saying that your clothes will be clean and neat. You should be well dressed, not overdressed. The kind of clothes depends somewhat on the type of job you are after. A hostess or a salesgirl is expected to dress differently from a factory girl. A salesman in some lines is expected to be a flashy dresser; in other businesses he might be very out of place. If you are looking for work at the "gate," wear working clothes so that you will be ready to begin immediately.

If you are just out of high school or college, your wardrobe may consist pretty much of loud socks, sport shoes, slacks, sweaters, and lumber jackets. Forget these, and wear your "good" outfit when you go for your interview, particularly if you are looking for an office job. Many young girls have a tendency to overdress and to over-beautify themselves. Too much cosmetics and perfume are offensive and will make a bad impression.

Don't forget your personal hygiene either. Be sure your face and hands are clean, and treat yourself to a shoeshine and a haircut. Watch out for body odors and halitosis. And leave your chewing gum at home.

Seeing the Right Person: Who is the right person to see and how do you get to him? When you answer an advertisement or when you are referred to a job through an agency, you usually will know the name of the right person to see. If not, merely mention why you are there, and you will have no trouble. But when you walk into an office or a factory "cold" or with a general letter of introduction, that's another story.

Find out, if you can, the name of the person who does the hiring for the job you want. If you can check anything else about him, his likes and dislikes, so much the better. Names

can frequently be procured from labor or trade organizations or from acquaintances who are working in the shop or from business concerns in the neighborhood. Maybe you won't be able to find out anything in advance. It's often best then to explain your problem to a secretary or receptionist. Don't underestimate her. Be polite and ask her to help you. Maybe she was once in the same position and will be sympathetic. Furthermore, your prospective employer may ask her for her impression of you.

If the person you want—or ought—to see is busy and cannot see you, try to make an appointment for another time. Interviewing an assistant is never very satisfactory, and hanging around an office all day to see someone may be a sure way of giving yourself a black mark before you begin. Suppose you don't have time to go looking without being sure first that you will be able to see the right person. Then you'll have to write or telephone first, but you are always taking the chance then of getting a "Sorry, but we have no vacancies" answer.

CONDUCT AT THE INTERVIEW

How you must conduct yourself at the interview depends on your own standards of behavior and the atmosphere created by the interviewer.

As soon as the interview begins, you may find that your preparations haven't done you so much good as you had hoped. In that case you'll have to improvise as you go along. You will probably be able to use your prepared material sooner or later, but don't force it if the chance doesn't turn up. If you are the kind of person who easily adapts himself to unexpected situations and personalities, you shouldn't have any trouble anyway.

You Introduce Yourself· From the moment you enter the room, your prospective employer is forming opinions. Every detail of your behavior may be important. By all means be courteous. If you shake hands, be firm and confident. Do not smoke until the interviewer has either offered you a cigarette or called your attention to the ash tray. Sit down when you are

offered a chair, and, if necessary, ask for permission to sit instead of appropriating the closest seat. When you are seated, don't slouch, try to sit comfortably and gracefully. Place your hat or handbag on another chair or table, and not on the interviewer's desk. Try to avoid fidgeting with your hands or your clothes. Best of all, relax.

Opening the Conversation: You may have an opportunity to speak first. If this is the case introduce yourself and, should you have a letter of introduction or a referral card from an employment agency, hand it to the interviewer. Then briefly state what job you want and your qualifications for it. For the more professional jobs it may be advisable to hand the employer also a copy of your "personal history," stating that a glance at it may quickly acquaint him with information about yourself.

The interviewer may open the conversation with a few general questions. Then he may let you talk awhile without interruption. Speak up distinctly, but don't be aggressive. If you want to show him some papers, pick them out without letting the conversation lag. If the interviewer wants to make you do all the talking from the very beginning, tell him your story as briefly as possible, still giving him what you think are the pertinent facts. If you are too long-winded, the interviewer may get bored. It's often best to stop every so often and permit him to say a few words, even if only to break up your story a bit.

Telling the Truth: You've probably heard stories about people who have lied their way into jobs. Maybe you've done it yourself. But by and large you'll get further by telling the truth—and the whole truth. Half-truths or exaggerations often come back to plague you, and they always give an employer an excuse for firing you later if he wants one.

Many people are sensitive about answering personal questions about race, religion, or maybe about politics. You will have to judge for yourself whether or not these questions indicate prejudice on the part of the employer. Perhaps, for example, most of his other employes are Italians, or Irish, or Jews, or Quakers, and perhaps he merely wants to be sure that you will be content working in that environment.

For some reason some employers prefer not to hire married women. So many wives continue to use their maiden names at work or when looking for a job. But if you are asked directly, give your true marital status. It's almost certain to come up sooner or later anyway.

There's another question which almost always crops up and can cause embarrassment. Why did you lose your last job or why do you want to change your job? Be as frank as possible, giving as many details as you can without reflecting on your own ability or character. And remember that the interviewer is generally in a good position to get the other side of the story from your former boss. Don't criticize your previous employer or co-workers; in fact, it is often better to say what you liked about your last job.

Your Age: Many people have a tendency to exaggerate or reduce their age when being interviewed. Don't. By the time you have finished reviewing your education and your previous experience, any competent interviewer can estimate your correct age within a year or so anyway. There are lots of reasons an employer may want to know your age, as, for example, a group insurance or pension program for the workers on which premiums are paid according to average age, or even legal considerations which require young workers to have proper working permits based on their correct age. See "Inexperienced Young Workers," Chapter 6.

Your Wage: One of the most important matters you must discuss with the interviewer is "wages." You already will have a pretty fair idea of what you are worth in the particular job. You will already have made up your mind what you will be satisfied with, and whether you can afford to start at a low salary if the opportunity for advancement is promising. This, you recall, was all a part of preparing for your interview.

Insofar as possible, let the employer name the first figure. But if he asks you and you cannot avoid it, you will have to state your price. You can say what you were getting before or what an acquaintance of yours doing similar work is getting, and whether or not you think that this is enough. If your prospective em-

ployer has signed a collective bargaining contract with a union, your wage may be determined under the terms of the contract. Also there may be a legal minimum which the employer must pay for your services. See Chapter 3, "Wages and Hours" and "Salary Increase" in Chapter 8. If you can afford to do so, emphasize that the beginning or entry salary is not so important to you as the chance to get ahead. Here is your opportunity to check on promotion possibilities, automatic raises, seniority privileges, and any other company policy directly affecting the wage scale. For some jobs you may need uniforms, tools, and so on, so be sure to find out who pays for them.

If you do agree to accept a low starting salary on a trial basis, you must also reach some understanding about reopening the wage question. Try to set a certain number of weeks after which you will be automatically entitled to a specific raise if your work is satisfactory.

As a rule, it is best to let the discussion of wages go until near the end of your interview. You will have your employer and your job sized up better by then, and you may want to adjust your expected salary requirements in the light of information obtained during the interview.

Discuss a Specific Job: It is important that you know the specific job you are seeking, and if you have prepared yourself well for the interview this should not be difficult. Should the job that you are after not be available you may want to ask about related occupations in which your skill and experience can be utilized. This may assist you in awakening the employer's interest in you, and in certain types of occupations showing the employer a sample of the work you have done may stimulate him to thinking about the possibility of fitting you into the organization.

No matter where you are being interviewed, whether at an employment office or by an employer, never say, "I will do anything." Such a remark is annoying and irritating to the interviewer. Though you may feel that it is an indication that you are not too proud to do any kind of work and want to show the interviewer how anxious you are to work, to him it

might indicate a defeatist attitude and a lack of specific interest, skill, and experience.

It is also inadvisable to state, "I need a job" as this is a foregone conclusion. Do not try to awaken an interviewer's interest by playing on his sympathy. Though he may be interested in your family responsibilities, always remember he is primarily interested in getting a worker that can do a specific job and a crying attitude about your personal, domestic, and financial problems may leave him with the impression that you are too worried about your personal problems to give sufficient attention to the job.

Some Other Do's and Don't's: Here is a list of some suggestions to help you set the right atmosphere for your interview. Study them, but don't forget that your own flexibility and ability to adjust to whatever course your interview takes will in the long run make the difference between a good impression and a bad one.

Don't take anyone with you to the interview. You have to stand on your own feet and tell your own story.

Act natural and relaxed. Be careful about overaggressiveness. On the other hand, don't be afraid to give a fair recital of your background and experience.

Give the interviewer a break. He's got his job to do also and has many applicants to see, certainly those in a state employment office. If you get annoyed at him, don't show it. If you are getting a chip on your shoulder, don't show it. As previously stated, the interviewer isn't interested in your troubles or pet peeves. And he won't listen to them for long.

Try not to show any emotional strain you may feel. The interviewer knows what you're going through anyway and usually he is a good listener. Keep cool, and try to make a mental note of anything in the conversation you may want to come back to later. If the interviewer wanders off on some faraway subject, he is probably trying to lead you on to talk about other things besides the job or else he is just trying to make you feel at ease. If he gets out of your range, tell him so courteously.

Try to keep your conversation short and snappy. Avoid repeti-

tion. Make your points but don't force them. If the interviewer seems interested in some suggestion of yours, expand on it a little. If he shows no interest, forget it and go on to the next thought. Even while you are trying to be brief, avoid "yes" or "no" replies. A little expansion is frequently necessary to show the interviewer you have something special to offer. Never be afraid to say "I don't know." If done without hesitation and in good spirit, the interviewer will be impressed. If you bluff, you won't get much consideration—and you deserve none.

Closing the Interview: When the interviewer indicates he is satisfied, either by saying so or else by getting up to usher you out, leave promptly. Do not prolong the interview with reptitions or last-minute ideas. If you have been hired, you will certainly want to thank the interviewer and assure him that his confidence in you will be justified.

If you are engaged for a highly paid and responsible position, a contract or exchange of letters, stipulating all the conditions agreed upon, may be advisable. A union contract may cover you; if not, you may want to consult an attorney. If the employer has made you an offer which you want to consider for a few days, tell him definitely when you will get in touch with him. If you are told that "you will hear shortly," perhaps because there are others being considered for the vacancy, you may ask if he would like a letter from you summing up your qualifications or giving any further information about yourself. Perhaps you will want to ask the interviewer to check with your references. Find out whether you are to come back for a second interview, whether you will hear from him, or whether you should get in touch with him again. In any case, try to reach a definite deadline when you will know definitely, one way or the other.

If you are not hired—or even considered for a job—do not be afraid to show your disappointment in a dignified manner. Too much flippancy at such a time would only be hypocrisy anyway. Thank the interviewer, and if you feel so inclined, you may ask if you could come back some other time or whether there is any chance that he will change his mind. Do not beg or pester him, of course. If you think that there is some chance of an

opening, there is no harm in asking to leave your name and address. You can also ask the interviewer for suggestions about possible openings elsewhere. If you have impressed him he will often offer you the names of other possible employers.

If the interviewer says there is nothing right now, but that he will keep you in mind for something that might turn up, you will probably not hear from him again. This is the stock way of letting you down gently. When you get that kind of a response, the best thing for you to do is forget that job and keep right on looking.

FOLLOWING UP THE INTERVIEW

When you get home after an interview, jot down as much as you can remember of what happened. Whether you were hired or not, these notes can be a big help to you. If you were hired, you will want to keep in mind the questions you were asked. They will give you some idea of the sort of thing by which your employer will judge your work. Also make a note of any answers you received to your questions so that there won't be any chance for misunderstandings when you go to work.

Or, if you were not hired you may want to see the interviewer again. The second time you may be able to make a better impression if, for example, you "remember" that your prospective employer is considering opening up an export division, or that the interviewer is very interested in politics, or even that the employes have the best bowling team in town. It sounds unimportant, but little things like that often make the biggest impression on an interviewer.

Unless you are called back for further information, it's best not to go back to the office too soon. You may write a letter, confirming your interview, and asking whether any decision has been made. Or you may telephone, though this is likely to be less satisfactory. If you were told to check back at a certain time, be sure you keep the appointment. And if an interviewer has suggested several other employers, by all means follow up those leads before going back. He's almost certain to ask what luck you had with the others. Another thing you may do, if your lead

seems to be growing cold, is to have a friend, possibly the person who referred you to the job in the first place, check up on the situation. If you do, be careful to avoid giving the impression of trying to bring pressure on the employer. He is sure to be annoyed if he suspects anything of the sort.

If you do write a follow-up note, thank the interviewer and express the hope that you will hear from him soon. Don't forget to include your name, address, and telephone number. If there is some important point which you meant to bring out at the interview but failed to do, it is perfectly proper to mention it in your letter. But don't repeat what you have been over already. If you get a routine reply to your letter, saying that it has been filed for future reference, it is all right to try again after several weeks. You should judge how long to wait from the interviewer's general attitude about an opening becoming available. Keep copies of your letters together with a note on all phone calls. You can never tell when these may come in handy.

One important point. Don't slip up in answering promptly either a phone message or a letter. No employer feels any obligation to wait for you. If you are going to be away from your address and phone number for any considerable time, don't forget to tell someone there how to get in touch with you immediately.

Finally, don't let up in your job hunting because an interviewer says he "may have something" and that he will let you know within a day or so. That still isn't a job. Furthermore, if the "day or so" turns into three or four days without hearing, you probably won't hear at all. Try not to be discouraged by tough breaks though; you ought to learn something from each interview. And if you do a conscientious job in preparing for your interview, during the meeting itself, and in following it up later, someone is going to notice you and decide he wants you in his establishment.

CHAPTER 8

The Job*

MOST of this book is addressed to the person who is out of work and looking for a job. This chapter takes up some problems which confront you even when you have a job such as keeping your job, seeking promotion or a raise, standards for your health and safety, and changing your job.

WHEN TO LOOK FOR A JOB

The time to look for a job, of course, is when you need one. There is no set time which is necessarily any better or any worse. In some industries there are better or worse seasons; with some employers there are better or worse times of day or days of the week. If you are unemployed and looking for a job, you will want to look all day every day until you find one. But if you are working and are considering changing your job, you will have to be more selective. You will only have a limited amount of time available for job hunting.

As to seasonal increases in employment, they may indicate a general trend but that is all. You are more likely to get a farm job in summer, a department store job in fall or winter, a construction job in spring or summer. But all kinds of businesses hire all year round when they need people—and don't hire all year round when they don't need people.

As a general rule, the first few days in the week are better job-hunting days than the end of the week. On the other hand,

* Based on various publications of the U.S. Employment Service, State Employment Services, and schools.

some employers do their hiring at the end of the week so that they can start off Monday morning with a full staff.

Because most persons are laid off at the end of the work week, it is a good generalization that employment agencies are busiest the first days of the week. Therefore, if you are not hard pressed, it is best to register at an agency in the middle or end of the week when the interviewers are likely to have more time and can give you more attention. On the other hand, when you are filing for unemployment compensation, you must be certain to register at the local state employment service or local unemployment compensation office immediately, on the day you become unemployed, since your rights to compensation begin only as of the day you register.

If you are looking for a job in a small company where the head of the business is likely to do his own interviewing, it is best not to arrive too early in the morning. Most executives want to clear their desks of the morning mail and routine work before taking out any time for appointments. This would not be true in case of a labor shortage when hiring may be the most important job for the executive or when you have a definite early hour appointment for the interview

If you are looking for a job "at the gate," you'll have to be there when the gate opens, preferably before. Or if you are answering an ad in the "Help wanted" columns, be on hand when the business opens. If you're late, the job is almost sure to be gone.

Someone working in the industry or with a specific employer, employment offices, labor unions, and trade organizations can give you a great deal of information about the hiring habits of a particular employer.

CHOOSING BETWEEN JOBS

It seems to be one of the perversities of job hunting that you will look and look and find nothing, and then all of a sudden a couple of your leads will open up and you will have to choose between two or more job possibilities. Try to take your time deciding if you have the chance, particularly if you know that

turning down an opening may cut off that possibility in the future. Before deciding which job to take, compare each of the jobs against your original plan, go over the steps of your job-finding campaign, and determine which job seems to fit you best. Be sure that in your anxiety you do not accept the first job offered to you, if it is not exactly what you want. While it may serve your immediate financial needs it may also sidetrack you and may not give you the opportunity to get the kind of job you really want. This is of great importance to a youngster starting out on his first job hunt. Be sure to include in your consideration such matters as your coverage under your state unemployment compensation law, private pension and insurance funds, vacation and sick periods, general working conditions and relation of the employer with a union.

Before accepting a job, it may be advisable to make inquiries about the standing and reputation of the employer from trade or labor organizations, Better Business Bureau, or State Employment Service office. For high-salary jobs, you may also inquire at your bank, Dun & Bradstreet, Inc., or similar organizations.

HOLDING YOUR JOB

Once you go to work on your job, you will still have to measure up to your employer's standards to hold your position. Depending on the relative amount of intelligence, training, and native ability required for your type of work, an employer has a right to expect from you at least average performance plus good physical health, pleasant temperament, and ability to get along with your superiors, coworkers, and subordinates.

Even when you are doing the most menial and unskilled type of work, your employer can reasonably expect you to show some initiative, interest, and ability to organize your work. The better your job, the more initiative and ability to accept responsibility, make decisions, and carry out general instructions you will be expected to show.

*How Employers Evaluate Workers:** Some employers evaluate

* Taken from *State Personnel News*, published by Personnel Council, State of New York Department of Civil Service, Albany, N.Y., October, 1947.

their workers at regular intervals. The factors usually considered are:

1. Comprehension. Interpreted as mental alertness; ability to grasp facts quickly and to retain important elements of a given problem. Not to be confused with "knowledge" because an employe may be very well informed through education or experience and yet not be an exceptionally rapid thinker.

2. Knowledge of job. Interpreted as, for both clerical and professional employes, mastery of details of the particular job; amount of interest and understanding as to how the job fits in with the unit or department as a whole; knowledge of office procedure.

3. Accuracy. Interpreted as the frequency of purely careless errors; necessity for checking work for accuracy. Not to be confused with "knowledge" or "comprehension" because an employe may be very quick in grasping things and have a good knowledge of the work, but be careless.

4. Method. Interpreted as the orderliness with which an employe tackles a problem; planning and performing tasks according to their importance; the degree to which an employe may be said to be "methodical"; may involve neatness of work habits.

5. Energy and industry. Interpreted as "get up and go"; degree of purposeful and steady application to job. Note: an employe may be very intelligent, be able to work very rapidly when he cares to, have a thorough knowledge of the job, but simply lack the "drive" or motivation to make full use of those abilities.

6. Rate of work. Interpreted as whether an employe, under great pressure, can work exceptionally rapidly with reasonable accuracy; an employe may not have the "drive" to work consistently (Energy and Industry) but may be able to really "put it on" when he has to. Conversely, an employe may be a consistently hard worker but be slow (a "plodder").

7. Constructive power. Interpreted as adaptability; relating of personal duties to the work of fellow employes and the making of positive suggestions for improvement as a result.

8. Courage and self-assurance. Interpreted as keenness to

assume responsibility or confidence in ability to handle difficult assignments. Some employes definitely dislike doing something out of their daily routine or are a little backward in this respect (most of them take what is given to them while others really go out of their way to secure more responsibility).

9. Judgment. Interpreted as common sense; ability to make decisions in unique situations with accuracy; ability to relate new situations to experience of old situations in a logical, practical manner. Some employes may be highly intelligent and very original, but may not have "their feet on the ground."

10. Temperament. Interpreted as stability; ability to accept criticism in a calm, objective manner; ability to work under trying conditions without becoming upset; reacting reasonably well to the emotional outbreaks of others.

11. Tact. Interpreted as ranging from those employes with strikingly agreeable and impressive personalities (including excellent tact) to those who either lack tact (consciously or unconsciously) or who have rather negative or not too impressive personalities.

12. Co-operativeness. Interpreted as ability to fit in as a constructive teamworker, not a contributor to personality friction within the office; most employes "fit in all right."

In addition to the above, supervisors are rated on four additional items.

13. Development of loyalty and team spirit. Interpreted as ability to get staff to really "like to work for him," to induce staff to do a good job and to enjoy doing it; not only respected, but well-liked by staff.

14. Disciplinary control. Interpreted as ability as a reasonable disciplinarian; ability and courage to exercise the necessary supervisory controls when certain members of staff require such action.

15. Instructional ability. Interpreted as ability to instruct staff and lay out assignments clearly and completely; ability to express a situation in simple, direct, concise, and clear language. (Note: this is not to be confused with knowledge because a person may have great knowledge and still have difficulty in expressing himself.)

16. Capacity to recognize and to assess human nature. Interpreted as familiarity with potentialities of the individuals on staff; attempting to utilize fully the abilities of staff members in making assignments; the individualizing of the handling of staff in contrast to regimentation, not only recognizing weakness of staff members, but trying to do something about it.

Why Workers Lose Their Jobs: Frequently workers lose their jobs through no fault of their own. Business conditions change, an employer decides to change his product, his location, or his business methods, or the worker has to give up his job because of some personal reasons. On the other hand, many workers lose their jobs through their own carelessness or negligence or because they are not qualified to hold the job for which they had been accepted. Some of the commonest reasons for losing a job that can be easily avoided are: carelessness, unwillingness to follow rules or instructions, laziness, absence without cause, dishonesty, drinking, trouble-making, too much attention to outside interests, lack of initiative, lack of ambition, too much ambition, habitual lateness, absence due to illness, disloyalty, bad manners, untidiness, irresponsibility, and lack of adaptability.

Generally when a worker loses his job, he tries to blame everyone but himself. If you are fired, be honest with yourself about the reasons. If you don't lose your head and your temper, you might learn something for the next time.

Should you lose your job, you may be entitled to unemployment compensation.

PROMOTION

Winning a promotion is frequently a lot easier than getting the right job in the first place. The problem of making your contact just doesn't exist when you are looking for a promotion. When you have thoroughly mastered your present job, keep on the alert for possible advancement. Find out what the qualifications for the better jobs are, find out the best possible means of getting consideration for the opening. Most employers like to promote deserving workers to better jobs; it not only improves morale but increases the incentive among all workers.

In order to progress in your chosen occupation it may be advisable for you to undertake additional studies. Information about further training is contained in Chapter 10.

Many employes who seem to have arrived at "dead end" jobs have won promotions by creating better jobs for themselves, either with their present employer or with someone else. If you go about it tactfully, almost all employers welcome constructive suggestions about the business from their workers. If you suggest a new job which you want to fill, you will have to show your employer how he can either save money or improve his product, as well as convince him that you have the necessary qualifications for the job. Such suggestions sometimes seem to be directed against some other employe's promotion, so you should be careful not to step on anyone's toes. On the other hand, do not hold yourself back indefinitely just because your superior is not capable of winning a promotion and refuses to help you advance.

If you find that you are passed over for promotion and that workers with less seniority and experience are advanced instead of you, try to figure out why you have been skipped. It may be one of the same reasons mentioned earlier in the paragraph on "Holding Your Job." The foreman, union shop steward, or personnel director can probably tell you what is keeping you back. When you are denied a promotion, do not lose your head and threaten to leave, for the employer may call your bluff.

SALARY INCREASE

The factors entering into the problem of when to ask for an increase in salary are on the whole the same as discussed under "Promotions." An increase might depend not only on doing your job well, but also upon your having acquired added skills on the job. You may have discussed it when you were interviewed for the job, and you may have reached some understanding then about reopening the wage question after working for a short period. If, after this period, you have not received your raise, do not hesitate to discuss it with your supervisor. Your employer may have a definite policy for automatic raises or a collective

bargaining agreement with a union covering wage increases which will guarantee you certain initial raises. This never prevents you from asking for an additional increase over and above any automatic raise. The subject of wages is discussed further in Chapter 3 and in Chapter 8.

CHANGING YOUR JOB

Changing your job is not very different from looking for a job when you are out of work. The reasons for not liking your present job are certainly exactly the same as the reasons for ruling out certain jobs when you are trying to choose one at the outset: money, working conditions, hours, type of coworkers, lack of opportunity for advancement.

Giving up a job you hold, particularly before you find a new one, is almost always a bad idea. Losing your head, acting impetuously and unreasonably in throwing up a job is liable to be more disastrous than taking a job without giving it adequate thought and consideration. Particularly if you are new at your job, give it a chance, give your boss a chance, and try to meet them more than half way. Whatever it was that made you decide to take the job in the first place is worth reconsidering before you shift. It's a safe rule that almost any job has its unpleasant side too, and if you let that part of the job get you down, you won't do yourself or your job justice.

That isn't to say, of course, that you should never think about changing your job. Talk it over with people who will be able to help you. Ask yourself whether or not you can afford to be out of work, and if so, for how long. In some occupations you may lose your skill if you are unemployed for too long, and frequently employers don't want to hire workers who have long periods of unemployment on their record. Just the mere fact that you are not working at the moment may be sufficient reason for some employers to turn you down for a job.

Unless there is a particular reason for not doing so, it is generally a good idea to discuss your problem with your present employer, supervisor, or personnel man when you consider changing your job. They will certainly want to know if you are

unhappy where you are, and perhaps they will offer you some other more satisfactory position within the organization. If your present employer feels that you cannot be satisfied in his business and yet is sympathetic to your problem, he may give you time off to look for another job.

If you feel that it is unwise to let your present employer know that you are thinking of leaving, then you will have to look on your own time. In that case you will have to explain your problem to a prospective employer also, pointing out that you want your interview kept confidential and that you cannot furnish references from your present employer, at least at this time. As a rule, if you have a valid explanation, most prospective employers will respect your wishes and will not hold such action against you. When you have decided to change your job, be sure to give your old employer proper notice and do not leave him in the lurch.

Here is a short list of some of the usual reasons for workers quitting their jobs voluntarily: Failure to adapt one's self to the surroundings, to other workers, or to responsibilities or skills required by the job, wages, working conditions, company policies, lack of opportunities for advancement, chronic or serious illness, transportation problems, social problems, union difficulties, desire to return to school, marriage.

Should you voluntarily give up your job and cannot find a new one immediately, you may be entitled to unemployment compensation.

PROTECTING YOUR HEALTH AND SAFETY*

No one expects to get hurt on the job. Everyone always has the idea that an accident is something that happens to the other fellow. Then some day you may suddenly lose a finger in a buzz saw or get a steel filing in your eye, or even slip going up or down a flight of stairs. Despite labor laws and the number of precautions that have been taken to protect your health and to decrease industrial accidents, the number is still unbelievably

* Taken from *Workers' Safety and War Production*, Special Bulletin #2 (free), published by the U.S. Department of Labor, Washington, D.C.

high. The reason is simply this: no precautions taken by the employer or by legislation can be wholly effective unless there is 100 per cent co-operation from all workers. Should you be hurt on the job, you may be entitled to workmen's compensation.

The U. S. Department of Labor has compiled the following list of ten fundamental rules of safety for all workers. If you follow them conscientiously, you will have made a good start on the road to safeguarding your own health and safety as well as your fellow worker's.

1. Work *safely*. Find the safest way to do each job, then do it that way until it becomes a habit.

2. *Use guards*. Use all machinery guards and protective equipment provided for your use.

3. *Observe safety rules*. Keep from getting hurt by observing safety rules and instructions.

4. *Report hazards*. Report to your safety committeeman, foreman, or supervisor any hazardous condition that you find on your job.

5. *Fellow workers*. Watch out for the safety of your fellow workers.

6. *Safety committees*. Work with the safety committee in your shop. If there is none, try to organize one and assist in its work through safety and health hazard checkups, inspections, and accidents investigations.

7. *Personal hygiene*. Ability to produce depends upon physical fitness; therefore use all sanitary and hygienic facilities provided. Do not eat at your bench.

8. *Neatness*. Since "housekeeping" is an effective safety measure, keep your bench, machine, or other workplace clean and neat.

9. *Co-operate*. Co-operate with the government, with your employer, and with your fellow workers in their efforts to reduce industrial accidents and diseases.

10. *Remember*. Remember that it is your life, your health, your limb, your pay envelope, and your family's welfare. Make sure that your job is safe first, last, and always.

CHAPTER 9

Social Security

MILLIONS of dollars a year are being lost by workers who are entitled to payments under federal and state social security and labor laws because they are ignorant about what benefits they are entitled to and, through negligence, forfeit their rights. For this reason, it is of great importance for you to familiarize yourself not only with your rights but also your responsibilities under these laws.

In this chapter is a description of these laws. Others not described in this chapter will be found in chapters where they directly refer to the subject under discussion.

WHEN YOU LOSE YOUR JOB—UNEMPLOYMENT COMPENSATION*

The only real answer to losing a job is getting a job. But you cannot do that overnight. As we have seen, looking for and finding a job takes time. During that lag between losing one job and finding another, the law provides that a worker is, under certain conditions, entitled to unemployment compensation or unemployment insurance.

Unemployment insurance means insurance protection against a layoff or the loss of your job. It is a right you have and not charity, nor does it depend on how much money you have, nor is it based on your need for assistance. To receive unemployment compensation benefits you must be unemployed and willing and able to accept suitable employment.

* Based on *Unemployment Insurance and You* (free), Social Security Administration, Washington, D.C.

Every one of the forty-eight states, the District of Columbia, Alaska, and Hawaii has its own unemployment insurance law. If you qualify under these laws you get weekly cash benefits to take the place, partly, of the wages or salaries you would have received from the job you lost.

How to Claim Your Benefits: The first thing for you to do when you are laid off or lose your job is to report to the nearest office of the State Unemployment Compensation or State Employment Service and apply for work. At that same time you file your claim for unemployment insurance benefits. The local offices of the State Employment Services are part of the state unemployment insurance system and the same office that helps you to get a job in most instances takes your claim for unemployment benefits.

Your claim generally dates from the time you register for work and file your claim, not from the date you lost your job or were laid off; so it is important to register and file promptly.

After you have filed your claim and before your benefit payments begin, a waiting period of one or two weeks is generally required. (Maryland has no waiting period.) A waiting period is usually required only once in your "benefit year"—that is, once during the twelve months for which you have been found to be qualified for benefits. This is true even though you may be out of work and entitled to benefits more than once during that time.

If you have been working in different states or if you move into a new state and find yourself out of a job, do the same thing you would do if you had been working in the same state all the time: Go to the nearest office of the State Employment Service or local Unemployment Compensation Office, register for a job, file your claim, and explain about your work in other states. The state employment security agency will examine your claim and forward it to the other state or states in which you may be qualified.

If you work in more than one state for the same employer, your employer may be able to arrange to have all the work you do for him covered under one state law. Be sure to find out from him the state to which he has reported your wages.

If you worked as a seaman you may be entitled to unemployment compensation under the law of that state in which your employer has an operating office directing the vessel on which you were employed. Should you have worked for the War Shipping Administration or the U. S. Maritime Commission you may be entitled to unemployment compensation benefits, and for those benefits you may file in any state unemployment compensation office.

Your Benefits: Your benefits are paid out of a state fund which has been built up in most states by contributions from employers who come under its law, and each state fixes its rate of contribution. In Alabama, California, New Jersey, and Rhode Island you are also required to contribute to this fund. In Rhode Island and California your contributions provide for your protection against unemployment caused by disability.

The amount of the weekly benefit payments you may receive while you are out of work is figured differently in different states. Usually, if you qualify, it comes to about half your regular full-time weekly pay—except that there is a top limit no matter how much pay you receive, and a minimum, no matter how low your wage.

The top limit on benefit payments ranges from $15 to $36 a week, but in many states $15 or $16 is the maximum. Minimum benefits range from $3 to $10 a week, but in most states the lowest benefit is $5 or more. For partial unemployment most states provide partial benefits. In Connecticut, the District of Columbia, Massachusetts, Michigan, and Nevada you will receive dependency allowances in addition to benefits computed on the basis of prior earnings.

The length of time during which you may receive benefits provided you are still out of work is variable in most states, depending on your previous earnings. In some states the period may be as short as two weeks, in some as long as twenty-six.

How You Qualify For Benefits: The state unemployment insurance laws differ considerably, but in general if you are unemployed you are entitled to benefits provided you meet the following requirements:

You must register for work at a state employment office or

state unemployment compensation office and file your claim for benefits.

You must have worked previously on a job covered by the state law. This usually includes jobs in factories, shops, mines, mills, stores, offices, restaurants, laundries, telephone and telegraph offices, doctors' and lawyers' offices, banks, building and loan associations, ships and other places of private industry and business. The state laws also cover jobs for some organizations such as labor unions, if the pay on such jobs is more than $45 in a calendar quarter (Calendar quarter means the three months beginning January 1, April 1, July 1, or October 1 of any year).

Many states, however, do not cover small firms. There are many states where you could not qualify for unemployment payments unless you worked for a firm that employs eight or more persons during twenty weeks in the year. In other states you would not qualify if you worked for a firm that employs less than six, less than four, or less than three employes. In some states the number of employes makes no difference. In these states, the law covers even firms which have only one employe.

In general, the kinds of jobs not covered by state unemployment laws are: Jobs for railroads, which are covered by the Federal Railroad Unemployment Insurance Act; jobs on farms or in domestic service (in New York domestic workers are covered where four or more are employed in the same household more than fifteen days in the year); jobs in public service (New York covers the state employe and in Wisconsin the municipal employes are covered); jobs for nonprofit educational, religious, or charitable organizations; "casual labor," meaning occasional work not connected with the employer's business. For instance, if a sawmill operator hired a carpenter by the hour to repair his home, that would be "casual labor." If he hired the same worker at an hourly rate to remove the sawdust from his mill, that would not be "casual labor."

Provision is made in most state laws for a "voluntary coverage." This means that some firms, which are not normally covered by the state law, may become covered upon request.

It makes no difference what sort of work you get paid for doing in a covered firm; any kind brings you under the law. It makes no difference whether you are a high-salaried executive, a member of the office force, a professional expert, a mechanic, a machine operator, waiter, truck driver, laundress, laborer, or the lowest-paid helper on the payroll.

How old you are makes no difference, you can qualify for payments regardless of age. But if you are receiving old age and survivors insurance benefits under the Social Security Act, unemployment benefits may in some states be denied, reduced, or postponed.

You must have a certain amount of wage credits. This means you must have had a certain amount of pay for work on covered jobs during the year or two before you lost your job or were laid off.

Some states require a flat amount of wage credits to qualify for payments; for example, $150, $200, or some other amount earned within a specified time. Other laws may say, for example, $250 including wages in more than one quarter. Or they may require earnings of twenty-five or thirty times your "weekly benefit amount."

You can qualify in more than one state if you earn enough and work long enough in each of those states to meet the requirements of each state law. If you qualify in more than one state, you draw benefits from one state after another, one at a time. But it is possible to come just short of qualifying in several states. In such cases, most of the states have agreed to a plan which allows you to qualify if, after adding up your wages, you meet the requirements of the law of the state in which you file your claim.

You must be able to work. In nearly all states, you cannot draw unemployment payments if you are sick while out of work, or if you are unable to work for any other reason. Rhode Island and California have cash sick benefit laws. Maryland, Montana, Nevada, Minnesota, Illinois, Indiana, and Washington pay unemployment benefits in certain cases even when you cannot work. (Most of the states will pay you workmen's compensation

if you are unable to work on account of injury or sickness due to your job, but that comes under a different state law.)

You must be available for work. That is, you must be on call and willing to take a job if a suitable one is offered you.

What May Disqualify You: You may be disqualified for unemployment insurance benefits if you quit your job voluntarily without good cause; or if you were discharged for misconduct in connection with your work; or if you refused or failed, without good cause, to apply for or accept an offer of suitable work; or if you are unemployed as the result of a labor dispute.

If you have refused an offer of a job, you may not be disqualified unless the job was "suitable" work or unless you did not have "good cause" for refusing it. Suitable work generally means work in which you are experienced or trained, in line with your usual wages, and within reasonable distance of your home. If you have been out of work for a considerable time, however, you may be disqualified for benefits if you refuse the job even though it is not in your usual trade, does not pay your usual wages, or is not convenient to your home.

The Social Security Act and all the state laws provide that you may not be disqualified for refusing to accept a job which is open because of a labor dispute; which offers wages or working conditions substantially less favorable than those prevailing in the locality for that kind of work; or which would require you to join a company union or to refrain from joining or to resign from a bona fide labor organization.

The effect of a disqualification depends on the state law. In some states it amounts simply to a postponement of benefits for a few weeks, but in other states benefits are reduced as well as postponed. There are a few states, however, in which all your benefit rights may be cancelled, so that you cannot draw benefits again until you have worked long enough or earned enough wages to qualify again.

Your Right to Appeal: If you are dissatisfied with the decision of the administrator of the unemployment compensation law, you can appeal. Opportunity for a fair hearing before an impartial tribunal is provided in every state unemployment insurance

law. Usually there is opportunity for a second appeal, before a board of review. Both first and second appeals may be made without cost to you. At these hearings you may be accompanied by any representative you choose. This can be a relative, a friend, a representative of your labor union, or a lawyer. Finally, if you still think the decision is wrong, you can take your case to the courts.

There is always, however, a time limit on appeals. In most states you must file your appeal within five or seven days after you are notified of the decision on your claim.

To file an appeal either go to or write to the local office of the state unemployment compensation office where you filed your claim, and give notice that you wish to appeal. That office will explain what you should do next, and will help you to make out any necessary papers.

Further Information: As the various state unemployment compensation laws differ from each other, it is important that you find out what your rights and obligations are under the law of your state. At every local state unemployment compensation office or state employment service office or your state headquarters you can procure free of charge a pamphlet which describes the law and procedure in detail. Your labor union or employer can also give you information.

RAILROAD UNEMPLOYMENT INSURANCE

Should you be working on the railroad, you are not covered under the various state unemployment compensation systems but under the Railroad Unemployment Insurance Act which provides for a National Unemployment Insurance Fund for railroad employes and is administered by the Railroad Retirement Board.

The Act applies to employes of railroads, railroad terminals, sleeping car companies, express companies, certain railway labor organizations, and employes of certain other employers performing services in connection with railroad transportation.

For detailed information, see the Railroad Unemployment Claims Agent or Railroad Retirement Board headquarters, 844

Rush St., Chicago, 11, Ill., or your labor union. At these places you can also ask for a pamphlet entitled *Unemployment Insurance for Railroad Employees*, which describes your rights and responsibilities in detail.

WHILE A VETERAN LOOKS FOR A JOB—READJUSTMENT ALLOWANCES*

As a veteran, while you are unemployed and seeking a job, you may be entitled to readjustment allowances under the Servicemen's Readjustment Act of 1944 (the G.I. Bill of Rights). Readjustment allowances are a valuable right and should be conserved. You can only get them for a limited period of time and each time you receive one you use up one of the limited number of allowances to which you are entitled.

You must not confuse these readjustment provisions of the G. I. Bill with the provisions of the various state unemployment compensation laws. State unemployment programs provide weekly benefits based on previous work with an employer subject to the state law, while under the G. I. Bill of Rights veterans are entitled to allowances irrespective of any previous employment.

How Readjustment Allowances Are Administered: While the administration of the readjustment provisions of the Act is the responsibility of the Veterans' Administration, the facilities of the various state unemployment compensation commissions are used in carrying out the program in accordance with the Act.

If you meet the eligibility requirements of the Act you will receive your weekly allowance from the state unemployment compensation agencies by checks or warrants and not from the Veterans' Administration. The respective states are reimbursed for such expenditures by the Veterans' Administration.

Where You Apply for Readjustment Allowances: If you want to take advantage of your rights for readjustment allowances, you must register in your nearest local unemployment compen-

* Based on *Readjustment Allowances for Veterans of World War II* (free), published by Veterans' Administration, Washington, D C.

sation office or local state employment office and comply with the rules and regulations of these state services. As your rights to readjustment allowances begin from the day you register and not from the day you become unemployed, it is important that immediately upon your discharge from the armed services or immediately when you become unemployed you visit these offices and protect your rights. On your first visit take along your discharge or separation papers which you received when you were separated from the service.

In the event that you move from the locality in which you originally filed your claim to another locality or to another state, you can arrange with the offices concerned for a transfer of your records.

Who Is Entitled to Readjustment Allowances: You are entitled to readjustment allowances if you have served in the active military or naval service of the United States, provided that you have been discharged or released from active service under conditions other than dishonorable and that the duration of such active service was ninety days or more. Should you have been discharged or released by reason of injury or disability incurred in line of duty, you may be eligible even if you have not had ninety days of active service.

If otherwise eligible you are entitled to the allowance if you are not receiving and will not receive for the same period increased pension for vocational rehabilitation or training provided for in Public Law 16; or not receiving and will not receive subsistence allowance for the same period under the educational provisions of the Servicemen's Readjustment Act. Your allowance will be reduced by the amount you may be receiving under any state or federal unemployment compensation or disability compensation law.

July 25, 1947 has been declared "Termination Day" (T Day) of World War II and is the final date which may be counted by veterans in establishing eligibility for readjustment allowances. Veterans who entered the armed forces after "T" Day will not be eligible for these allowances. For purposes of readjustment allowances provided in the G.I. Bill, the period

considered war service thus becomes September 16, 1940 through July 25, 1947. The establishment of July 25, 1947 as "Termination Day" has the following effect on eligible veterans:

Eligible veterans who were discharged before "T" Day may claim weekly readjustment allowances (maximum of 52 weeks) only until the week of July 25, 1949. Those in service on T Day will have two years after discharge from that period of service in which to claim the allowances. Readjustment allowance provisions expire July 25, 1952, except that veterans who enlisted or re-enlisted between October 6, 1945 and October 5, 1946 inclusive may claim allowances not later than two years after discharge or release Thus, a veteran who enlisted or re-enlisted on October 5, 1946 for a six-year period and was discharged on October 5, 1952 would be entitled to claim allowances until October 5, 1954.

Amounts of Your Readjustment Allowances· Should you be totally unemployed and have performed no services and have received no wages, and are otherwise eligible, you are entitled to receive twenty dollars for the week for which you claim benefits.

Should you be partially unemployed and have performed services for less than a full work week and your wages are less than twenty-three dollars and are otherwise eligible, you are entitled to receive twenty dollars for such week, less the amount of wages in excess of three dollars, payable for such service.

A self-employed veteran, who is otherwise eligible, is entitled to receive $100 for a calendar month, less the amount of his net earnings. For more information see Chapter 12, "Do You Want To Be On Your Own?"

The number of weeks of readjustment allowances are determined from the length of your active service beginning September 16, 1940. The maximum number of weeks of allowances payable to any veteran is 52.

You May Be Disqualified: In keeping with the purposes of the law, if you are an unemployed or partially unemployed veteran you shall be disqualified from receiving an allowance if:

You leave suitable work voluntarily, without good cause, or

are suspended or discharged for misconduct in the course of employment; or

Without good cause, you fail to apply for suitable work to which you have been referred by a public employment office, or refuse to accept suitable work when offered to you, or

Without good cause, you do not attend an available free training course as required by regulations issued pursuant to provisions of the law; or

If it is found that your unemployment is due to a stoppage of work which exists because of a labor dispute at the factory, establishment, or other premises at which you are or were last employed, provided you are not participating in, not interested in, nor belong to a class or grade of workers who are participating or are directly interested in the dispute.

Any week for which a disqualification is assessed under conditions listed above and for which no allowance is paid is not charged against your weeks of entitlement.

Suitability of Work: For purposes of determining eligibility and applying disqualifications, the suitability of work offered to and refused or voluntarily left is decided according to the unemployment compensation laws and regulations of the state in which you file your claim. However, no work shall be deemed suitable for an individual if:

The position offered is vacant due directly to a strike, lockout, or other labor dispute; or

The wages, hours, or other conditions of the work offered are substantially less favorable to you than those prevailing for similar work in the locality.

Conditions Under Which Readjustment Allowances Are Available to You Should You Be Unable to Work: In order to be eligible for allowances, should you be unemployed or partially unemployed you must be able to work and be available for suitable work on the date you file your first claim for allowances, or renew your claim after a period of employment, or after any other interruption of your claims-filing schedule which would necessitate the filing of a new or additional claim under the regulations of the state agency through which your claim is made.

If you meet the eligibility requirements and file one or more claims and thereafter during that period of continuous unemployment become unable to work and unavailable for work due to your illness or disability which occurs after the commencement of such period of unemployment, you will continue to be eligible for allowances during such illness or disability, providing you fulfill the remaining eligibility and reporting requirements and subject to the duration and amounts to which you are entitled.

You Have a Right to Appeal: Should you be dissatisfied with the decision made by the state unemployment compensation agency, you have the right to appeal to the Appeals Tribunal of the agency of the state in which you file. This appeal should be filed promptly. Time in which to file an appeal is governed by the regulation of the unemployment compensation commission in which you filed your original claim. Should you be dissatisfied with the resulting decision, you may proceed to the second appeal stage, namely, an appeal to the Readjustment Allowance Agent of your state. This second appeal you must file within thirty days from the date on which the decision of the state tribunal was mailed to you. Should you also be dissatisfied with his decision, it then may be reviewed by the Administrator of Veterans' Affairs in Washington, D. C. This appeal you must make within sixty days of the date on which the decision to the Readjustment Allowance Agent was mailed to you.

In no stage of appeal proceeding will it be necessary for you to employ legal counsel, although you may be represented by him if you so choose.

Penalties: Your right to a readjustment allowance will last only so long as you do not abuse it. If you knowingly accept any payments for which you are ineligible, you automatically forfeit your rights to all subsequent payments. Moreover, if you wilfully make any false statements in order to obtain any payments or if you accept such payments with intent to defraud the United States, you may be punished with a fine of $1,000 or one year in prison or both.

You May Have Rights Under Other Unemployment Compensation Laws: Under some state unemployment compensation laws or, if you are a railroad worker, under the Railroad Unemployment Insurance Law, you may be eligible for benefits by virtue of your wage credits which have accrued before you entered military service or after your separation from the service. Should you have such rights you may choose whether to apply for unemployment benefits under the state or railroad compensation laws or to apply for readjustment allowances under the G.I. Bill of Rights. Generally, it is advisable for you to file under the state or railroad act inasmuch as these rights will expire in most cases earlier than your rights to readjustment allowances. In no case may you receive both at the same time.

Further Information: For further detailed information inquire at the nearest local office of your state unemployment compensation commission where you can also procure a pamphlet describing your rights and responsibilities under the G.I. Bill and your state unemployment compensation laws.

WHEN YOU GET HURT ON A JOB—WORKMEN'S COMPENSATION*

If you are hurt on the job, or if you contract an occupational disease, you are probably entitled to collect workmen's compensation benefits.

In every state, Alaska, Hawaii, and Puerto Rico there are compensation laws. There are also federal laws covering government employes, longshoremen and harbor workers, and all private employes in the District of Columbia.

The theory behind workmen's compensation is simple: the payment of cash benefits to injured workers or to the dependents of killed workers, regardless of the responsibility for the injury or accident. There is no dispute over this basic principle, but workers do have varying types of protection because of the wide variety of state compensation laws. As a rule the cost is

* Based on *Principal Features of Workmen's Compensation Laws* (free), and *What Do You know About Workmen's Compensation* (free), published by U.S. Department of Labor, Washington, D.C.

paid by employers, though in several states workers contribute also.

Who Is Covered: At this time not all employes are covered against all types of injury or accident. For example, domestic and farm workers are excluded from almost every state workmen's compensation law. Frequently railroad, airline, bus, and truck workers whose work takes them across state lines are not covered. There is no existing law which covers seamen.

A particular industry or occupation may be covered in one state and not in another. Often, occupational diseases are not covered. Some state laws differ in coverage of second injuries. Some others cover injuries occurring outside the state and others cover nonresident aliens. In many states, any minor employed at an age or in an industry prescribed by law is barred from compensation by loopholes.

How You Get Benefits: If you are injured on the job, no matter how slightly, you should notify your employer immediately, either directly or through your foreman or some other intermediate supervisor. Remember, even the slightest injury can have serious consequences. Your superior will probably send you to a doctor who takes care of the company's injuries. In some states you may choose your own doctor. If you need hospitalization, you will get it.

Your foreman or supervisor will have to make a report of the accident or injury. You too should see that your version of the incident is transmitted to the plant manager in writing.

If you have been hurt, don't sign any papers which could deprive you of your compensation rights. If you are unable to ascertain your legal rights yourself, get in touch with the state compensation administration, check with your union, or with the local legal aid society or local bar association. If you are forced to hire your own lawyer, do not pay him most of what you hope to win in compensation payments. In some states excessive legal fees are prohibited by law.

Amount and Period of Benefits: The method of payment will differ according to the type of injury. The various state laws require certain payments in case of death or permanent total

disability; they also have specific provisions covering permanent partial disability and temporary total disability. The actual cash compensation, whether a lump sum or in weekly payments, varys widely from state to state.

You Are Entitled to a Hearing: If you have any dispute concerning the facts relating to your injury or to your compensation claim, the state board or the courts will adjudicate the disagreement at a hearing at which you and your employer, or insurance carrier, will be present together with any witnesses and doctors, if their testimony is pertinent.

Many compensation cases are really complicated. For example, how does one determine the extent of disability in the case of an injured back? Or take the case of occupational disease. Your personal opinion of whether or not your disease is occupational is unimportant; the doctor's opinion holds water. In cases where there is dispute, the board or court will have to decide.

The referee in the hearing knows that you cannot afford to hire doctors and lawyers the way the company can, and he generally will root out the pertinent facts himself. You may always be represented at a hearing by a lawyer or a representative of your union.

Compensation hearings are usually informal. In many cases the referee will succeed in ironing out the dispute so that, if you are really entitled to compensation, you may start drawing it. However, if anyone of the parties at the hearing feels dissatisfied, the case goes to the state industrial accident commission for review.

Where You Can Get Further Information: Since there is such a wide variation in state and federal compensation laws, you should always find out first about the state law before you have to avail yourself of its provisions.

The responsibile agency for carrying out the law varies from state to state, from state labor departments, or industrial labor commissions, to entirely separate boards. All states have issued pamphlets explaining their respective workmen's compensation laws. For copies of these publications you should write your own state labor department or industrial accident commission.

You can get information about the federal compensation laws by writing to the Division of Labor Standards, U. S. Department of Labor, Washington, D. C.

Your labor union is always a good source of information on this subject.

WHEN YOU WANT TO RETIRE—OLD-AGE AND SURVIVORS INSURANCE*

When you reach the age of 65 and want to retire you may have pension rights (social security benefits) under the Old-Age and Survivors Insurance Law. This is a federal program operated by the Social Security Administration and the U. S. Treasury. Like unemployment insurance, it is a program only for wage earners—not self-employed workers—in private industry and business, in factories, shops, mines, mills, stores, offices, banks, building and loan associations, American ships, etc. You do not receive benefits under this law if you have been a federal, state, or municipal employe. Railroad workers are covered separately under the Railroad Retirement Act.

How Old-Age Insurance Works: The system provides regular monthly benefits for insured workers and their families when the wage earner is old and stops work or when he dies, at whatever age. The payments come from a trust fund built up from special taxes on employers and employes.

Every day you work in a covered job, that is, a job included in the social security system, you pay a small percentage of your wages—not counting wages over $3,000 a year—as a premium on your old-age and survivors insurance. The premium is deducted from your pay by your employer and the employer himself pays an equal sum. Until January 1, 1950 the rate both for the employer and you is 1 per cent. Beginning January 1, 1950 it will be 1½ per cent, and after January 1, 1952 it will be 2 per cent. Four times a year the employer sends both contributions to the federal government. With the money he sends a report of the wages paid you—up to $3,000 a year—to be duly entered in your social security account.

* Based on pamphlet entitled *Insurance for Workers and Their Families* (free), published by the Social Security Administration, Washington, D.C.

The reason your wages are so carefully recorded is that the amount of the insurance benefit payable under the program is based primarily on your "average monthly wage" in covered employment—up to $250 a month. This average is arrived at by dividing the total wages credited to your account since January 1, 1937, when the program started (or since you became 21, if that was at a later date), by the number of months that have elapsed up to the time you filed your claim or died. This "average monthly wage" is determined when the claim is filed.

Your Retirement Benefits: Monthly retirement benefits are payable to you when you are 65 or older and not working, to your wife when she is 65, and to your unmarried children under 18.

To qualify for these benefits you must be "fully insured." In order to become "fully insured" you must have worked in a covered job approximately half the time between the beginning of the program on January 1, 1937 (or your twenty-first birthday if that came later) and the date on which you reach 65 or die, whichever is earlier. More precisely stated, this period is divided into calendar quarters of three months each. You must have been paid $50 in wages in covered employment in at least half the number of calendar quarters. There is a minimum requirement of at least six quarters of coverage to be insured. Once you have acquired 40 quarters of coverage, you are fully insured for life.

Survivors Benefits: Monthly benefits are payable to the following survivors of "fully insured" workers, no matter at what age the worker dies; your unmarried children under 18, your widow of any age while she has children in her care who are entitled to benefits, your widow when she reaches the age of 65, your dependent parents, if you leave neither children nor widow.

For children under 18 and widows with such children in their care the law provides monthly benefits even when the worker was only "currently insured." A worker is said to have died "currently insured" if he worked in a covered job approximately half the last three years of his life.

A lump-sum death benefit is payable in the case of either a

"fully" or "currently insured" person when he leaves no survivor immediately eligible for monthly payments at the time of his death. The lump sum may be paid to the worker's widow or widower if this spouse was living with the worker when the worker died; if there is no widow or widower, or if the surviving widow or widower was not living with the worker at the time of his death, the lump sum may go to the person or persons who paid burial expenses.

Old-age and survivors insurance benefits extend for longer periods, generally, than unemployment benefits. This is because unemployment in normal times lasts a relatively short time, whereas the family income may stop permanently or for a long time when the breadwinner becomes too old to work or dies. Generally speaking, retired workers, their aged wives, aged widows, and parents 65 years old or over receive monthly benefits until death. Children may receive them until they are 18, and their mothers, if under 65, until the youngest child is 18.

Stoppage of Benefits: Your retirement benefit and the benefits of your wife and children are suspended for any month during which you earned more than $14.99 in covered employment. Survivors' benefits are suspended for any month in which the person receiving the benefit earns more than this sum on a covered job. A child's benefits continue even though the mother earns more than $14.99 a month in covered employment; and a widow's benefit continues even when her child earns more than this sum on a covered job.

As a beneficiary you may go on and off the benefit rolls from time to time, as work opportunities, health, and other circumstances affect you. You may work on a job not covered by this insurance program, or may run a business of your own, and continue to receive insurance benefits, no matter how much you may earn.

There are some circumstances under which benefits are suspended. Benefits are stopped for a woman when she remarries or becomes divorced (unless she has earned them on her own account). A child's benefits end when he reaches 18, is adopted, or gets married.

How to Figure Benefits: Your benefit—called the "primary"

or monthly retirement benefit—is based on your "average monthly wage" up to $250. The benefit is figured by taking 40 per cent of the first $50 of your average monthly wage, that is, $20, and adding 10 per cent of the next $200 (maximum $20). Then 1 per cent of this total is added for each year in which you were paid $200 or more on covered jobs. If this benefit amount comes to less than $10, the primary benefit is always raised to $10.

The benefits payable to your family are figured from your primary benefit. A widow's monthly benefit is three-fourths of the benefit to which the worker would have been entitled. For all others the monthly payment is equal to half the primary benefit.

The total monthly benefits that may be paid on one worker's account may not be less than $10, nor more than twice the primary benefit or 80 per cent of the worker's "average monthly wage" or $85, whichever is the least.

The lump-sum death benefit is six times the monthly benefit to which you would have been entitled. When it is paid not to a survivor but in reimbursement for funeral expenses, it may be less than six times the worker's benefit, since it cannot exceed the amount actually paid for the funeral.

How to Claim Benefits: Claims for old-age and survivors insurance benefits must be filed at a local office of the Social Security Administration. You and your families will get, free of charge, all the help needed to make out claim papers so as to get everything the law allows. It is not necessary to pay anyone to help obtain benefits; if a person is entitled to benefits, he will get them by filing a claim. If, because of sickness or distance, you cannot call in person, you should get the address of the nearest social security office from the post office and write at once.

An insured worker who reaches the age of 65 does not have to retire. However, on reaching this age it may be to your advantage to file a claim immediately. By filing a claim at this time you can protect yourself against loss that might occur if you stop work or are ill for a long time and fail to file your claim promptly. If you keep on working you can have your benefit

computed at a later date and if the benefit is higher you will receive the higher amount. The field office of the Social Security Administration will give you advice on this question.

Claims for monthly survivors' benefits should be filed immediately after the insured person's death Payments may be made for the month in which the worker died if the claim is filed soon enough, and will be made retroactive for only the three months prior to the month of filing. Claim for the lump-sum death benefit must be made within two years after the death of the insured person.

Your Right to Appeal: A claimant has the right of appeal. If you are not satisfied with a decision on your claim, notify the nearest office of the Social Security Administration. You may obtain review by a referee. If you still are not satisfied you may ask for review by an appeals council which has been set up by the Social Security Administration in Washington, D. C. If not satisfied then, you may take your case to the federal courts.

Additional Information: If you have special questions about your rights and responsibilities under this law, write to or call at the regional or local social security field office.

RAILROAD RETIREMENT ACT

For railroad workers and their families the federal government provides old-age and survivors insurance protection under the Railroad Retirement Act. This Act applies to employes of railroad, railroad terminals, sleeping car companies, express companies, certain railway labor organizations and employes of certain other employers performing services in connection with railroad transportation. You can receive annuities, under certain conditions, at the age of 60 and, upon your death, your survivors can get death benefits.

Should you be a railroad worker and wish to apply for benefits under the Railroad Retirement Act, call in person, if possible, or write to the nearest district or branch office of the Railroad Retirement Board, or headquarters in Chicago, Ill. You can also discuss your case with your Railroad Unemployment Claims Agent, the social security field office, or your labor union.

CHAPTER 10

Further Training and Retraining

DURING your search for a job, you may find that you fall short of the educational requirement for the type of employment you want. For example, you may be interested in work which normally goes only to college graduates and find it is closed to you because you have only a high school education. Or your problem may be much more specific. You may decide that you would like to have a particular technical job and run into trouble because you have not had specific professional, scientific, or vocational training. You may also want to pursue further study for your hobby or for your general academic or social development.

This chapter cannot attempt to discuss the various types of jobs which might call for additional training. Almost any semi-skilled or skilled work could require further study in individual cases. But this section of the book can perhaps be of help in assisting you to recognize when, and to find out where and how, to get additional training.

It is a fair generalization that the more training you have, the less time it will take you to find a satisfactory job. What is more, educational or vocational training is not only an aid in holding a job but is likely to be an important factor in determining promotions.

So if you have the time, money, interest, and opportunity, by all means take advantage of as much schooling as you are able to get.

VOCATIONAL TRAINING SERVICES*

Public vocational schools are now in operation in every large and many small communities throughout the country. Some have been in operation for many years; others are relatively new. But they are available to everyone without restriction on age, race, color, creed, or sex. In most of the schools there is no tuition or laboratory fee. Vocational education covers the various occupations in agriculture, business, manufacturing, maintenance, repair, personal service, construction, graphic arts, and homemaking.

One important feature of the vocational school system is that the entrance requirements are almost always only the student's ability to profit from the course. High school diplomas are required only for a few highly specialized courses, and no courses are above entering college level.

Most vocational schools have no set calendar. You can enter when you wish and leave when you wish. You graduate when you have completed your work satisfactorily. There is no set time for completion of any course, chiefly because of the widely varying backgrounds and levels of intelligence of the students.

An important feature of the vocational school system is that courses are held in both daytime and evening so that students may continue to hold routine jobs while studying for more advanced positions.

In addition to the public vocational schools, there are many private trade and business schools. These are discussed later.

There is a helpful pamphlet, *America's Vocational Schools* (15¢), published by the American Vocational Association, Inc., 1010 Vermont Avenue, N.W., Washington, D. C. which has more complete information on vocational education available throughout the country.

Distributive Education Program: If you are considering, or are already employed in, the retail sales field, service, or agriculture, you will probably be interested in the distributive educa-

* Taken from *America's Vocational Schools* (15¢), published by the American Vocational Association, Inc., 1010 Vermont Ave, N.W, Washington, D.C.

tion program administered by the U. S. Office of Education in co-operation with state boards of vocational education. Under this program, workers in these fields are trained to render more efficient service. You can get more information on this program from your own State Board of Vocational Education or from the U. S. Office of Education at Washington, D. C.

Worker's Education Movements: Many well-established unions conduct their own training programs for the advancement of their members. Check your union if you don't already know whether such service is available.

SCHOOLS AND COLLEGES

There is no central place for getting information about educational and training institutions. Here is a short list of some of the best sources on the subject in addition to those mentioned in other parts of this chapter:

Office of Education, Federal Security Agency, Washington, D. C. has many pertinent publications. Particularly useful is their Educational Directory, Part III, *Colleges and Universities,* which contains a complete listing, and Part IV, *Educational Associations and Directories.* Both pamphlets can be obtained from the Superintendent of Documents, U. S. Printing Office, Washington, D. C. for 10¢ each. A *Handbook of College Entrance Requirements* is available from the same address (15¢), also *Accredited Higher Institutions* (25¢).

Information on university extension courses may be obtained in free pamphlets issued by the National University Extension Association, Indiana University, Bloomington, Indiana.

The American Council on Education, 744 Jackson Place, N. W., Washington, D. C. puts out two useful manuals, *American Universities and Colleges* ($4.00), and *Guide to Colleges, Universities and Professional Schools in the United States* ($5.00). Both books should be in your college or your local library.

Most State Departments of Education have available lists of accredited public and private educational institutions.

The National Council of Technical Schools, 839 17th Street, N. W., Washington, D. C. has published a pamphlet, *Approved Technical Institutes* price 15¢, and The National Council of Business Schools of same address has available (free) *Directory of Private Business Schools in the United States.*

Your public library undoubtedly has other books on this subject. Also your interviewer or vocational guidance counselor in the state employment office or any other employment office can probably give you some ready advice about schools, courses, and credits. They can also tell you what further training means in terms of job possibilities as well as promotions in your field. Your employer or supervisor, as well as your union representative, may also be able to give you information on this subject.

*Choosing a School and a Course.** It goes without saying that if you have any opportunity to select between two or more schools, you should make every effort to get the best one for your individual demands. Investigate to see if it is a school accredited by your state department of education or approved by an educational organization. If possible, it is always a good idea to visit the school before making your decision and talking to those in charge and to other students.

Selecting your courses is one of the toughest problems you will have. You will want to take some classes in your specific field and you should certainly take some that are not related. It is often profitable to follow up a hobby or outside interest with a few courses.

Frequently students become discouraged because they are trying to take courses which are too difficult. A man without high school education and only manual labor experience would have no right to try a course in accounting. On the other hand, a high school graduate doing clerical work might well profit from such a course. Similarly, a boy who failed or had a mediocre school record in mathematics and mechanical drawing is almost certain to have trouble with a course in radio or engineering.

Another consideration is your own qualifications for a particular job. For example, a shy girl who has difficulty meeting people, would be unwise to look for a saleswoman job even after successfully completing a correspondence course on the subject. On the other hand, a study of such a course might help a person to overcome a personal handicap. However, if your primary pur-

* Taken from *America's Vocational Schools.*

pose in taking a course is to get a job, it is foolhardy to tackle your own weaknesses just to prove to yourself that you can do it.

Finally, there is always the question of investment in such study, both in time and money. If the cost of study is so great as to prove a real burden, this may be such a source of worry to you that you will lose much of the benefit of the course. In addition, studying while you are holding a job is always difficult and may interfere with both your job and your class work.

*Co-operative Education Programs:** Some schools and colleges offer a work-study plan. This should not, however, be confused with other part-time work, apprentice system, and so on, described in this chapter. The work-study plan makes it possible for students to obtain theoretical and practical knowledge concurrently by alternating, in a prescribed manner, their time between formal study in a classroom and working in business or industry. Most educational institutions which offer this type of plan stress the value of experience over that of the wages which the student earns. By participating in such a plan, you can help finance your expenses, you enhance your earning capacity and bargaining power with an employer at graduation, you get acquainted with workers in industry and commerce, learn how to work with others, you acquire the habit of industry, a feeling of self-reliance and a sense of responsibility and, last, but not least, it can help you decide if you care to enter certain industries or occupations.

Information About Reliable Schools: If you have any doubts about the reputation or reliability of the school you are considering, ask a vocational counselor or check with any state or private employment office where you are registered. They may be able to advise you. Show the contract you have been asked to sign as well as the school's literature to some experienced person in the field.

You may want to write to the Federal Trade Commission,

* Based on *Co-operative Education and Other Work-Study Plans* (at the college level) published (free) by the National Association of Manufacturers, 14 West 49th Street, New York, N.Y.

Washington, D. C., to see whether any action has ever been taken against the school. You can check your own state department of education for the school's certification, which merely means that the school has complied with certain basic and minimum requirements, or write to educational organizations previously mentioned.

If you are considering a "civil service training" school, the Civil Service Commission in Washington or State Civil Service Commission may be able to help you.

*Racketeering Schools:** There are many excellent private schools where you can get further training and retraining. There are also dishonest, semi-honest, and unprincipled schools. You undoubtedly have seen or heard slogans such as "Vast opportunities for trained men in air conditioning" or "Well-paying jobs for finger-print experts," or "Earn while you learn as a hotel hostess," or "Conquer your future with your pen." It's not impossible that some of these establishments are really on the up-and-up, but frankly the chances are against it.

You cannot be too careful about investigating:

Schools that offer free books or supplies or partial scholarships;

Schools that guarantee a position to all graduates as an inducement to enroll (many responsible schools have reputations for being able to place all their graduates but they do not use this feature as a come-on to the prospective student);

Schools that offer to pay all graduates a salary until they are offered a position;

Schools that advertise that they are making a special offer for a limited number of students;

False representation that you personally have been recommended to the school by your former high school teacher or principal;

Claims that the regular "high priced" course is being offered for a short time only at a cut rate;

Claims by solicitors that they are vocational counselors when their sole interest is getting you to sign a contract which gives them a commission;

Extravagant claims about salaries which are paid to school graduates.

* Taken from *Traps—for the Unwary* (free), published by Counseling Service for Juniors, Westchester County Children's Association, White Plains, N Y.

CORRESPONDENCE AND SELF-TEACHING COURSES

If you are not able, because of time, money, health, or any other reason, to go to school or college, you can still get more training or retraining by joining a correspondence school or self-teaching course. Many first-class colleges and universities offer extension courses. In addition there are correspondence schools which are not connected with any educational institution.

The advice in the preceding section, "Racketeering Schools," applies perhaps more to this field than to any other. Before signing any contract, be sure to get as much information about the school as you can, including checking with the National Home Study Council, 839-17 St. N. W., Washington, D. C., for their free pamphlet entitled *The Manual of Standards and Directory of Private Home Study Schools and Courses.*

APPRENTICE TRAINING*

Apprentice training, as conducted in American industry, is a system of training in which an employe is given thorough instruction, both in the classroom and in the job, in both the theoretical and practical aspects of work in a skilled trade. An apprentice is employed and trained on the job. He becomes a member of the working force on the first day of his apprenticeship.

Apprentice training is an excellent, though limited system for breaking younger workers into skilled jobs. The chief pitfall is that, unless proper precautions are taken, irresponsible employers may exploit workers at low wage scales by calling them apprentices after they have learned the trade.

If you take advantage of your apprentice training, you should be ready at the end of apprenticeship for a life career in a skilled trade. You should have learned each of the various individual skills which go to make up an all-around craftsman in such trades as machinist, radio technician, carpenter, plumber, and the like. A full list of trades for which you may apprentice follows.

* Taken from *Apprentice Training* (free), published by the U.S. Department of Labor, Apprentice Training Service, Washington, D.C.

One tremendous advantage of apprentice training is that you are making money while learning your trade. Your wages should go up as you pass each stage of the training, generally at regular intervals of six months or so. When you complete your training, you are entitled to the same wage as other skilled workers in the trade—except perhaps for seniority increments. The wage scale for apprentice workers varies with the different trades and also with the locality. Generally, however, it is based on the prevailing wage paid to the skilled worker in the same plant or company.

Eligibility for Apprentice Training: To qualify for apprenticeship, you must first of all show an aptitude for a skilled trade. If you do not have a high school diploma when you are accepted for apprentice training, you may be required to complete high school during your apprenticeship. Normally, young workers from 18 to 24 are the only ones eligible for apprentice training although some exceptions are being made now, particularly to take care of war veterans. Employers or labor-management apprentice committees are responsible for the selection of apprentice workers.

Where and How Apprentice Training Programs Are Established: Apprentice training programs have been established for every major industry in which all-around skilled workers are employed. Most of them are conducted under a joint labor-management committee which sets the standards of training and selects the candidates.

The U. S. Department of Labor has an Apprentice-Training Service, as do many of the states, which are available to assist in the development and management of apprenticeship programs. Over-all setting of standards rests with the Federal Committee on Apprenticeship, a bipartisan labor-management policy-making body which supervises apprentice training on a national level.

Length of Time Required for Apprentice Training: In many trades the length of apprentice training is set at exactly four years although there is a wide variance among the different trades.

If you have had practical work experience in a skilled trade,

you may be given credit and advanced along the apprentice ladder, thus permitting you to complete your training ahead of schedule. If you do receive credit for your experience you will be paid the wage rate applicable to your experience credit. This credit is determined by the employer or the joint apprenticeship committee.

Related Classroom Instruction: In addition to the on-the-job training, apprentice training entails supplemental classroom instruction, usually at a local public vocational school. Under most programs, apprentices are required to take four hours of instruction a week—or 144 hours a year—during each year of apprentice training. The commonest classroom subjects are: mathematics, drafting, blueprint reading, physics, as well as labor and safety laws and regulations.

Apprenticeship Agreement: The major provisions of an apprentice training program are usually embodied in a written agreement signed by the employer, the apprentice, and the joint apprenticeship committee. This agreement is officially registered with the State Apprenticeship Council or the Federal Committee on Apprenticeship if the state has no council.

Included in the agreement are the time required for completion, credits given for past experience, work processes in which the apprentice is to be trained on the job, number of hours of supplemental classroom instruction required, and the progressive wage schedule during each period of training.

Certificate of Completion: Upon completion of the apprenticeship, the apprentice becomes an all-around skilled worker. In recognition of this new status, he is awarded a "Certificate of Completion of Apprenticeship," corresponding to a school or college diploma. The certificate is issued by the state council or the federal committee where there is no state council.

Skilled Trades: Listed below are over a hundred skilled trades in which workers are trained through apprenticeship. The length of time usually required for apprentice training in each trade is also given.

Trade	Years
AIRPLANE MECHANIC	2 or 4
ARTIFICIAL-LIMB MAKER	4
ASBESTOS WORKER	4
AUTOMOTIVE MECHANIC	3 or 4
BAKER	3
BARBER	3
BOOKBINDER	2 or 4
BLACKSMITH	4
BOATBUILDER (SMALL WOODEN)	4
BOILERMAKER	4
BRACE MAKER, GENERAL	4
BRICKMASON OR BRICKLAYER	3
BUSINESS-MACHINE MECHANIC	2
BUTCHER	3
CABINETMAKER	4
CARMAN, RAILROAD	4
CARPENTER	4
CARPENTER, SHIP	4
CEMENT FINISHER	2
CHEF OR COOK	3
COMPOSITOR OR PRINTER	6
COPPERSMITH	4
COREMAKER	4
COSMETICIAN	2
DENTAL TECHNICIAN	3 or 4
DESIGNER, DIE	4
DESIGNER, TOOL	4
DIAMOND SAWYER	2
DIAMOND LOPPER	2
DIAMOND BRILLIANDEERER	2
DIE MAKER	4
DIE SINKER	7
DRAFTSMAN	3
DRESSMAKER (CUSTOM)	2
ELECTRICIAN	4 or 5
AIRCRAFT	
CONSTRUCTION	
INDUSTRIAL	
MAINTENANCE	
LINEMAN	

Trade	Years
ELECTROPLATER	3 or 4
ELEVATOR MECHANIC	4
ENGINEER, WOOD TREATING	3
ENGRAVER	5
GLASS BLOWER (NONMECHANICAL)	2 or 3
GLAZIER	3
GLOVE CUTTER, TABLE	3
GOLDSMITH	4
INSTRUMENT MAKER	4
INSTRUMENT MECHANIC	4
IRONWORKER, STRUCTURAL	2
IRONWORKER, ORNAMENTAL	4
JEWELER	4
JIG BUILDER	4
JOINER	4
LATHER, METAL	2
LATHER, WOOD	2
LEAD BURNER	4
LENS GRINDER	3 or 4
LINOLEUM, CARPET, AND SOFT TILE LAYER	3 or 4
LOOM FIXER	3 or 4
MACHINIST	4
AIRCRAFT	
AUTOMOTIVE	
MARINE	
RAILROAD	
SHIPYARD	
MEAT CUTTER	3
MECHANIC, MAINTENANCE	3 or 4
MILLMAN	3 or 4
MILLWRIGHT	4
MODEL MAKER, AIRCRAFT, JEWELRY, ETC.	4
MOLDER	4
MOLD MAKER, JEWELRY	4
MOTOR REPAIRMEN, ELECTRIC	3 or 4
OPERATING AND STATIONARY ENGINEER	2 or 4
PAINTER	3

Trade	Years	Trade	Years
PAPERHANGER	3	SHIPWRIGHT	4
PATTERNMAKER, METAL—WOOD	5	SHIP LOFTSMAN	4
PIPEFITTER	4 or 5	SHIPYARD RIGGER	2 or 3
PLASTERER	3	SILVERSMITH	4
PLUMBER	4 or 5	SILVERWARE POLISHER	3 or 4
PRESSMAN, PRINTING	5	SPINNER, METAL	3 or 4
RADIO REPAIR AND SERVICE MECHANIC	2 or 3	STEAMFITTER	4 or 5
REFRIGERATOR MECHANIC	3 or 4	STONEMASON	3
RIGGER	2 or 3	STONE SETTER, JEWELRY	3 or 4
SEWING MACHINE MECHANIC (GARMENT INDUSTRY)	2 or 3	TAILOR	4
SHEET METAL WORKER	4	TERRAZZO AND MOSAIC WORKER	3 or 4
AIRCRAFT		TILE LAYER	3
AUTOMOTIVE		TOOL AND DIE MAKER	4
CONSTRUCTION		TURNER, ROLL	4
INDUSTRIAL		UPHOLSTERER AND TRIMMER	3 or 4
SHIPFITTER	4	WATCHMAKER	3 or 4

Further Information: If you want more detailed information on apprentice training, check with your local state employment office, your union, or else write to the Apprentice Training Service, U. S. Department of Labor, Washington, D. C., to any of their regional offices, or to the apprentice agency of your own state department of labor. The Apprentice Training Service of the U. S. Department of Labor has prepared a free pamphlet, *Apprentice Training.* Some trade and labor organizations and individual businesses also publish pamphlets on apprentice training in their industries or establishments.

VOCATIONAL REHABILITATION

If you have been disabled by accident, chronic illness, or congenital defects, comprehensive services to fit you for employment are offered to you under the Vocational Rehabilitation Program. These services include: physical restoration, prosthetic appliances, vocational counseling and training, occupational tools and equipment, maintenance during training, assistance in job seeking, and follow-up after employment to assure success

of the rehabilitation service. Medical, surgical, and hospital care —including psychiatric, physical, and occupational therapy—are available to enable you to compete for employment on a more nearly equal basis with nonhandicapped persons.

Every state as well as the District of Columbia, Puerto Rico, and Hawaii, have established educational rehabilitation agencies in a joint federal-state program. The various states and the federal office of Educational Rehabilitation, of the Federal Security Agency, Washington, D. C. have free pamphlets which describe the entire program.

FOR VETERANS

All veterans have a fine opportunity for taking advantage of further training or retraining facilities through the G. I. Bill of Rights.

You may be reluctant to go back to school after you have been away for so long, but remember that all educational institutions have made a study of this problem and have made certain changes in their program to make the veteran feel more comfortable.

For example, you can probably take a short course in the fundamentals of study habits. You may be able to get into a separate section of older students rather than be thrown in with the regular crop of nonveteran students. You may be able to go directly into a freshman college course without having finished your high schooling.

By all means, don't be overwhelmed with the idea that you have lost a couple of years in the service and that the best way to make them up is to get out and start working right away. By spending a few months or years in school you almost certainly have a better chance to catch up with the people whose educations and careers were not interrupted.

Educational Provisions of the G. I. Bill of Rights: You are eligible for educational benefits under the G. I. Bill if you have a discharge other than dishonorable, if you served 90 days (unless discharged sooner for service-incurred disability) of which at least part must be between September 15, 1940 and "Termination Day."

July 25, 1947 has been declared "T-Day" of World War II and is the final date which may be counted by veterans in establishing eligibility for educational allowances.

All provisions for education under the G. I. Bill will cease on July 25, 1956 and no educational benefits will be available to veterans after that date. All veterans discharged before T-Day will be able to start new courses under the G. I. Bill only until July 25, 1951; those still in service on T-Day will have four years after discharge in which to start courses. If you entered the armed forces after T-Day, namely, July 25, 1947, you will not be eligible for educational benefits under the G. I. Bill.

The length of benefits to which you are entitled is equal to the time spent in service after September 15, 1940 plus one year, but in no case is less than one year nor more than four. If you were in the armed services on July 25, 1947 (T-Day) your benefits will be based on length of services up to that day, excepting if you have enlisted under the voluntary recruitment act prior to October 6, 1946, then your entitlement will be based on the entire period of that enlistment.

Under the G. I. Bill, the Veterans' Administration will pay directly to the school all tuition fees, other fees, and expenses up to $500 a year. In addition, if you are in full-time educational training, they will give you a subsistence allowance of $75 a month if single and $105 a month if you have one dependent and $120 a month if you have more dependents. If you have a part-time job, and are in part-time educational training, your subsistence allowance will be proportionately cut on the basis of $65 per month if you have no dependents and $90 a month if you have one or more dependents. Combined wages and subsistence for part-time or full-time employment may not exceed $175 per month for veterans without dependents and $200 for one with dependents. If you work regularly and go to night school, for example, you get no subsistence payments. The local Veterans' Administration office has discretion to work out satisfactory adjustments in individual cases.

You may choose whatever courses or educational institution you wish, provided it has been approved by the Veterans' Administration and will accept you as a student. The school may

be public, private, elementary, secondary, college, or a graduate school. It may be a trade or vocational school. You may also take advantage of apprentice or on-the-job training. The Veterans' Administration will pay correspondence school fees but will not give subsistence payments in such cases.

If you are a disabled war veteran with a service-incurred disability or a disability aggravated by service for which you are receiving a pension, you may be entitled under the Vocational Rehabilitation Act to vocational rehabilitation. As stated before, July 25, 1947 has been declared T-Day of World War II and is the final date which may be counted by disabled veterans in establishing eligibility for education under the Vocational Rehabilitation Act.

All provisions for disabled veterans' education under this Act will cease on July 25, 1956, and no educational benefits will be available after that date. There is no deadline on starting courses under this Act, but such courses must be completed by July 25, 1956.

While in full-time educational training and for two months after he is declared employable, a disabled veteran is paid, in addition to his pension, $75 per month if single, $105 if he has one dependent, and $120 if more than one dependent. If he has a part-time job, and is in part-time educational training, his subsistence allowance will be proportionately cut on the basis of $65 per month if he has no dependent and $90 per month if he has one or more dependents. For veterans with small pensions the subsistence allowance is raised so that they receive a minimum of $105 per month, if single, and $115 if with one dependent, plus $10 for one child, $7 additional for each additional child, and $15 for each dependent parent.

Should a veteran's disabilities be rated 30 per cent or more he will receive $115 a month if he has no dependents; $135 per month if he is married or has a dependent parent plus $20 for the first child, $15 for each additional child, and $15 for each dependent parent.

As a disabled veteran you are still entitled to all the benefits of the G. I. Bill and you may decide to study under this law

although your subsistence allowance cannot exceed the amount of educational pension payable for training under the Vocational Rehabilitation Act.

The Vocational Rehabilitation Division of the Veterans' Administration has established vocational guidance offices throughout the country. You can get the address of the nearest office from the regional office of the Veterans' Administration nearest you. If you are a disabled veteran with a compensable disability of 10 per cent or more, the Veterans' Administration will pay your transportation expenses and cost of room and board provided you have been authorized to report to the nearest counseling center.

In order to qualify for educational benefits under the G. I. Bill, you must file an application with the school or with the regional office of the Veterans' Administration. Veterans' Administration advisers can usually help you in choosing your school and courses of study. Many of the states have set up their own veteran counseling services through which educational advice is also available.

*On-the-Job Training:** Veterans who do not want to go back to school may receive government-subsidized training under the on-the-job training program. This is roughly like a very general apprentice training program previously described but without the strict limitations.

Under this program you can start working as a beginner, without experience, on an approved on-the-job training program and receive subsistence allowance of $65 per month with no dependents, $90 a month if you have one or more dependents, from the Veterans' Administration. These subsistence allowances represent the difference paid by the employer and the pay of a fully trained employe up to certain limits. Veterans on job training under the G. I. Bill are subject to the combined monthly ceilings of $175 per month if without dependents and $200 per month if with one or more dependents. Veterans under the Vocational Rehabilitation Act are not subject to the above ceilings.

* Taken from pamphlets issued by the Veterans' Administration, Washington, D.C.

On-the-job training is not to be confused with regular apprenticeship training. It is for veterans only and bears no relation to age limitation or to certain specified skilled trades. If you think that you are qualified for on-the-job training benefits, have your employer file a special application with the appropriate state agency. Any employer—industrial, agricultural, or even the government, regardless of the size of the establishment—may apply for approval of an on-the-job training program for any occupation.

While the Veterans' Administration sets the over-all standards for the on-the-job training program, each state enforces and supervises the Veterans' Administration regulations. You can find out what agency in your state is responsible for the program by checking with your state's veterans' commission or local state employment service office.

Any veteran who takes an on-the-job training position in which the following standards are not met, is likely to find himself without his G. I. Bill benefits after the Veterans' Administration has checked up on his job. Employers must meet the following standards:

Training is adequate for qualifying the veteran for the job.

Reasonable assurance that the job will be available at end of training period.

The job is not a standard one in which promotion is based on length of service and normal turnover—rather than upon skills learned through organized training on the job.

Wages are not less than those ordinarily paid a nonveteran learner, and are in conformity to federal laws.

Not less than 500 hours of training are provided, and the training period is not longer than ordinarily required in the industry and community.

Adequate provision is made for related instructions.

Adequate space, equipment, and instruction for satisfactory training are provided.

Progress records are kept.

Credit is given the veteran for other job experience, including that obtained in military service, and his starting wage and training time adjusted accordingly.

The veteran is given a copy of the training program as approved by the state agency.

The veteran is given a certificate attesting to his competency and the length and nature of the training received.

Employes of the firm are advised of the training program.

The state agency has access to the establishment for the purpose of assisting in the development and improvement of the training program.

Employers are also required to file a written application with their state approving agency containing the following information:

Title of the job for which the veteran is to be trained.

Length of training period in hours.

Various operations to be learned, and the approximate time to be spent on each operation or task.

Wages at beginning of training and at each successive step.

Wages paid to employes already trained in the work.

Hours of supplemental instruction required.

There has been some confusion over the on-the-job training program because unscrupulous firms have attempted to take advantage of this law to force the government to meet part of their payroll. The Veterans' Administration and state veterans' agencies have clamped down on this practice to a large extent but abuses have not been entirely wiped out. Accordingly, you should make sure that your training will lead to something better and is not a subterfuge to permit the company to obtain cheap labor.

For further information about the on-the-job training program, check with your local state employment service, your labor union, your veterans organization, or your state veterans agency.

Apprentice Training for Veterans: In certain instances veterans who are working under the apprentice training program previously outlined, may also qualify for educational subsistence allowances under the G. I. Bill. You will have to check your own case with the local joint apprentice committee and the regional office of the Veterans' Administration.

State Education Laws Affecting Veterans: The following

states have passed special laws on education for the benefit of war veterans and their families:

ALABAMA	KENTUCKY	NORTH CAROLINA
ARIZONA	LOUISIANA	NORTH DAKOTA
ARKANSAS	MAINE	PENNSYLVANIA
CALIFORNIA	MARYLAND	RHODE ISLAND
CONNECTICUT	MICHIGAN	SOUTH CAROLINA
DELAWARE	MINNESOTA	TENNESSEE
FLORIDA	MISSISSIPPI	UTAH
GEORGIA	MONTANA	VERMONT
IDAHO	NEW HAMPSHIRE	VIRGINIA
INDIANA	NEW JERSEY	WASHINGTON
ILLINOIS	NEW MEXICO	WEST VIRGINIA
IOWA	NEW YORK	WISCONSIN

For further information about these state laws you should get in touch with your state department of education, your state veterans' agency, or the regional office of the Veterans' Administration.

CHAPTER 11

Labor Unions*

LABOR unions play an important role in the labor market and in most of the preceding chapters reference is made to the assistance they can give workers. This chapter contains additional information on their objectives and functions.

FUNCTIONS OF A LABOR UNION

Labor unions are composed of a group of persons who work for wages or salaries and are organized to advance their mutual interests. They band together into a union in the belief that when all workers of an establishment or an industry deal with their employers as a unit, they attain some equality of bargaining power with them. Once the union is organized, its members can discuss the conditions of their work, their pay, and their working hours in collective bargaining conferences. They can utilize the machinery of the union, once a contract is signed with the employers, to settle future grievances in a peaceful manner. Contracts can further provide arbitration of differences in order to insure peace in industry and establish good industrial relations.

Through negotiations the union and the management reach agreements upon contracts which establish such important benefits as job security, seniority rights, systemized layoffs, equal

* Based on pamphlets issued by governmental agencies, American Federation of Labor, 901 Massachusetts Ave., N.W., Washington, D.C., Congress of Industrial Organizations, 718 Jackson Place, N.W., Washington, D.C., and international labor organizations.

distribution of work, paid vacations, pension systems, and a host of other items such as hospitalization, severance pay, and health and sickness insurance.

In some of the older and better established unions there is a great variety of benefits available to the members. Educational programs are conducted in such subjects as history, economics, public speaking, law, English, political action, industrial management, labor organization, and public health. Some unions have been able to establish medical service and health centers, and some have country or recreational homes operated on a non-profit basis for the benefit of members and their families. Some have group insurance programs for sickness, accident, and even death benefits. Many have athletic teams, debating teams, dances, social affairs, and other recreational activities. Some larger unions have been able to conduct banks and undertake co-operative housing projects. Many have built up credit unions from which the members may borrow at low or no interest rates.

The more progressive and successful unions have found it profitable to hire lawyers and research staffs consisting of economists and statisticians who are able to analyze industrial problems, economic conditions, and various trade factors. With this information the union is frequently better able to conduct its collective bargaining negotiation with the managements and to present its requests before government departments and committees. A few unions have been able to co-operate closely with some employers by hiring industrial engineers who are consulted by the employer about the most advisable structure of a plant and placement of factory machinery and other facilities.

Practically every union of substantial size publishes some type of periodical to keep its membership advised of various topics of union interest. During the past few years labor unions have branched out further and further from their original narrow function of negotiating for wages, hours, and working conditions and have adopted a much more comprehensive role in the economic, political, and social life of the American society.

To finance its activities, union members pay dues, which range in some cases from as little as one dollar to as much as

five dollars, and sometimes even more, a month, depending on earnings of members and needs of the organization in servicing its members.

Most unions have an initiation fee of varying amounts. A system for dues-collecting known as the "checkoff" has been developed in some places which facilitates collection of union dues. Wherever a system exists where the employer deducts the union member's dues and assessments from his wages and turns them over to the union, it must be done with the consent of the workers.

RIGHTS AND RESPONSIBILITIES OF UNION MEMBERS

A labor union can frequently provide you with benefits or opportunities which you could never obtain by yourself. The industrial system is too large and too complex in most instances for an individual worker to bargain on equal terms with an employer. This is the basic reason for the labor union's existence. But there are many others, too.

Because many craft unions will admit to membership only those workers who can meet certain experience requirements and tests of skill or workmanship, a union membership card is often a proof of ability to do a job. In this and other ways a labor union can be of very great assistance in getting you a job. Once you have a job, a labor union usually protects you under its contracts with employers. You may not be discharged except for cause; improper discharges may be brought to arbitration and the union will argue your case for you. It will also advise you of your rights and responsibilities under various federal and state laws.

Many union contracts provide for some sort of apprenticeship-training program under which a number of young and inexperienced workers are guaranteed the opportunity of further training and promotion to journeymen workers.

In return for these benefits, the union asks something from the worker besides his dues and special assessments. So long as unions are voluntary associations of workers with a common purpose, individual members may be encouraged to contribute

time for union work. The union also expects each member to be acquainted with his rights and responsibilities in his own interest, and requires that each member understands union procedure and union practice. Failure to live up to the responsibilities of a member may affect his membership status and the benefits that go with it. Accordingly, it is to your own best interests to understand fully your standing in the union under its constitution and by-laws. You also ought to be familiar with the provisions of the contract concluded between your union and your employer.

WHY SOME WORKERS DO NOT JOIN A UNION

Some workers do not join labor organizations for a number of reasons, which can be divided into several categories: Some workers are not sufficiently well informed as to what the unions are all about. They may be influenced by the views of anti-union groups or they may misunderstand the principles which underlie labor organizations. They may not wish to join because they think their loyalty to their employers would suffer, or because they fear discharge because of their employer's opposition to unions. They may be opposed to union organization as such, to the ways the unions run their affairs, or to the individuals who may lead the particular labor organization. Of course, in some instances, it may be found that the particular union may refuse to accept the worker into its membership, or that there may not be a union in a particular trade or locality. In the final analysis, a worker, irrespective of the ultimate economic benefits he may derive from union membership, joins or refrains from joining the union because of his personal evaluation of the role the union can play in his economic future.

COMPOSITION OF UNIONS

Organized labor in this country is composed of two large over-all organizations, the American Federation of Labor (AFoL), and the Congress of Industrial Organizations (CIO), associations of international (if membership is in Canada), national, and directly affiliated local trade unions. Then there are

also the Railroad Brotherhoods and a great number of independent or unaffiliated organizations.

National Organizations. The AFoL, the older of the two giant labor organizations, was originally set up on a craft-union basis, that is, all union members working at the same general skill, regardless of the over-all industry in which they are working. Thus an electrician in a theater, a factory, a hotel, or a radio station might belong to the same electrician craft union.

The CIO, the younger of the two organizations, was set up on exactly the reverse plan. It is based on industrial organization lines, that is, all union members working in the same plant, factory, or industry, regardless of what specific job they are doing. Thus, a janitor, an electrician, a carpenter, and a plumber, all of whom work in the same auto factory, would all belong to the same CIO union.

As a result of changes on the industrial scene, the AFoL includes many industrial type unions and even some older craft unions now organize workers on an industrial basis. Similarly, the CIO has many craft type unions.

Unaffiliated unions, such as the railroad brotherhoods, telephone workers, and others who do not belong to the AFoL or CIO are known as independent unions. Independent unions should not be confused with so-called "company unions."

Company unions are, as a rule, dominated by employer representatives, frequently having been organized and even financed by management to prevent an outside union from organizing a shop. Company unions have been held to be illegal by both federal and state laws.

State Organizations: Both the CIO and AFoL have state organizations comprising most of the local unions within the state. The chief objective of these groups is to press for desired legislation and oppose antilabor proposals. The AFoL organizations are called State Federations of Labor, and the CIO groups are known as State Industrial Union Councils.

Local or City Organizations: Frequently AFoL and CIO groups form city or local organizations which are components of the state groups and carry out much the same function on a

municipal level. The AFoL federations are known as Central Trades and Labor Councils and in some instances as United Trades and Labor Assemblies or Joint Boards, while the CIO organizations are called Industrial Union Councils.

As a rule most local unions hold meetings once a month, in a convenient meeting hall, labor temple, or their own meeting rooms. Regular business meetings are generally restricted to members in good standing, and nonmembers may attend by invitation and approval of the members only. Educational meetings and rallies, on the other hand, are usually open to the general public and the press.

Shop Stewards: In all organized shops there is a shop steward or unit chairman, always a worker himself, who is elected by the other workers or else appointed by the union officials. In larger shops there are several shop stewards who comprise the shop committee. They are responsible for seeing that the contract is adhered to by both the management and the union members and are expected to settle all grievances on the spot whenever possible In some shops they are also required to collect dues and obtain membership applications from nonunion members who are required to join the union. They are the primary liaison between the shop and the local union.

Business Agents: One of the union officials, usually on a salary, is the business agent who is either elected or appointed by the elected local officials. A business agent devotes his full time to visiting various shops to see that union conditions are being observed, to help settle grievances, hear complaints of both workers and employer, and, when necessary, arrange for personnel transfers between various shops. Frequently the business agent presides over shop meetings and negotiates for the union in bargaining sessions with the management. A business agent is an extremely important and responsible position, since the agent has tremendous latitude to make decisions on the spot.

Women's Organizations: While many labor organizations have women members—especially unions in manufacturing, mercantile, and service industries—there are also women's organizations as such in the labor movement.

The best known of these is the National Women's Trade Union League, a federation of unions having women members. There are also members who are not themselves wage earners but who are interested in, and generally support, the aims of organized labor. The over-all objective of the League is to improve the working condition of working women through collective bargaining and forward-looking legislation. The League has local branches in most large communities.

Many unions have also organized women's auxiliaries, comprising wives and daughters of union members. The auxiliaries are generally active on the social activities connected with the union and frequently provide volunteers for various union administrative work. There also exist Women's Label Leagues that devote their energies to encouraging the buying of goods which carry a union label.

DIFFERENT TYPES OF ORGANIZED SHOPS

There are various degrees of union organization within shops depending on the type of contract between the union and the employer. In signing contracts with employers the unions usually insert provisions which specify under what conditions their members are to be employed. Historically, several types of such provisions are:

Closed shop: All workers must be members of the union and an employer may hire only union members in good standing. Failure to maintain membership is grounds for immediate dismissal. This type of shop is outlawed under certain conditions by existing federal and some state laws.

Union shop: Workers do not necessarily have to be members of a union when hired. However, in order to continue work in the shop they must join the union after a specified period, or when competency has been demonstrated.

Maintenance of membership: Workers may or may not be union members. However, all union members at the time the contract goes into force or who become union members during the life of the contract must remain in good standing for the duration of the contract. In such shops there is generally an

"escape period" when union members may withdraw at the expiration of one contract but prior to the beginning of the next.

Preferential shop: Workers may or may not be union members. Union members are given preference in hiring, rehiring, and in time of layoffs.

When the union has no official standing in a factory and is not generally recognized as collective bargaining agent for its members, such an establishment is usually spoken of as operating on an "open shop" basis. Because nonunion members are often given preferential treatment in open shops, union members frequently find it advisable to keep their affiliations secret. Occasionally informal union recognition is given to a minority union in an open shop by some employers, but this is uncommon.

Nonunion members may sometimes receive a "working card" or "permit" entitling them to work in a closed or union shop for a trial period without immediately requiring application for union membership.

FOR VETERANS

Veterans with previous membership records in unions have no difficulty as a rule in gaining readmittance to unions. Further, veterans who have acquired special skills in service are frequently permitted to join unions for which they might not otherwise have been qualified. Some unions actually waive initiation fees for veterans.

Most unions have waived all dues and assessments for members while in service and frequently for a certain period upon return from service. Others have arranged to furnish free tool kits to all veteran members. Almost all union contracts contain specific provisions concerning seniority and experience credit due veterans for time spent in service. Frequently a veteran receives credit for seniority and experience rating equivalent to the time spent in service although his work may have been in a totally unrelated field.

WHERE TO GET ADDITIONAL INFORMATION ABOUT UNIONS

If you are a wage earner and desire to join a union, you should be able to get the necessary information from the local in your craft or industry in the vicinity. Both the AFoL at 901 Massachusetts Avenue, and the CIO, 718 Jackson Place, Washington, D. C., can supply you with lists of all international or national unions and their local affiliates

From the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C., you can procure the U. S. Dept. of Labor list of national organizations, entitled *Directory of Labor Unions in the United States* (10¢). The local state employment service, the state department of labor, and various local community groups should be able to give you further information or else direct you to the proper channels.

CHAPTER 12

Do You Want to Be on Your Own?

ONE of the things that has made this country what it is today is that so many people here either came themselves or are descendants of people who came here because they wanted to work for themselves, think for themselves, and, in short, wanted "to be their own bosses."

Millions of Americans, taking their own heritage as an inspiration, want to strike out for themselves every year. You may be one of them and want to start your own business, want to own your own home, or want to run your own farm. You want to work for yourself instead of for someone else.

In planning to start out for yourself there are many factors you must carefully consider. You will have to choose between the security of the regular weekly paycheck and the possibility of making much more—or much less—in your own business. You will have to choose between the rigidity of a forty-hour week and the possibility of working much more, or, in the beginning, much less, in your own business. You will have to decide whether or not you want to have the pleasure of and still take the responsibility for making policy decisions.

One all-important generalization deserves mention. Going into business or farming for yourself is a tough job, immeasurably tougher than working for someone else. It is not a decision which you can afford to make either flippantly or hastily. If there is any doubt in your own mind that you are making the right decision in setting out on your own, the chances are you'd better hold off and consider the problem further.

In the final analysis no person—and certainly no book—can tell you when, how, where, why, or why not you should strike out for yourself. There is plenty of literature on the subject which contains valuable food for thought. This chapter will merely give some general ideas and refer you to publications and to organizations which can help you in making your decision.

YOUR OWN BUSINESS

Before you invest your own savings or any money which you can borrow for any business, you should be sure that you understand the basic principles of running any enterprise. In addition to that, you must be an expert in the practical as well as the technical aspects of the particular field which you are entering. In a competitive market there is no chance for laggards or incompetents.

If you are choosing a partner, don't take a chance. You have a right to demand not only ability but also character and integrity. If you know that you are lacking in some particular phase of business management, by all means try to choose an associate who can supply the knowledge or imagination which you yourself lack.

Here is a list of questions* which you should try out on yourself when you are considering going into business for yourself:

Can I get along with people and inspire confidence? Am I willing to shoulder the responsibility of meeting a payroll and paying debts on time? Do I like the business I am planning to enter so that I won't mind working longer hours and making other personal sacrifices? Do I understand that business is a speculation and am I willing to take the risk involved? Do I like to sell? Can I make decisions and weather wrong ones? Am I resourceful in emergencies? Am I a good organizer?

Causes of Business Failure:† During ordinary business years,

* Taken from the pamphlet, *Starting Your Own Small Business in New York State*, published by the New York State Department of Commerce, Albany, N.Y.

† Taken from *Establishing a Retail Business*, published by National Cash Register Company, Dayton 9, Ohio.

about one-seventh of all business enterprises in the United States discontinue and an equal number open during each year. There are various causes for business failures which have been broken down roughly into the following general categories:

1. Due to faults of those failing:	
Incompetence	34.5 per cent
Inexperience	5.2
Lack of capital	34.9
Unwise credits	1.4
Extravagance	.5
Neglect	1.1
Speculation	.3
Fraud	3.6
	81.5
2. Not due to faults of those failing:	
Failure of others	1.3 per cent
Competition	2.4
Specific conditions	14.8
	18.5

Where You Can Get Information About Starting Your Own Business: It is almost impossible to get too much advice before you leap into any business venture. You must remind yourself to approach the problem with an open mind and not permit yourself to be dazzled by glamorous recommendations of a few people which may be counterbalanced by the pessimistic outlook of others.

Business and professional men: In your home territory you must know several substantial business and professional men who have either had long experience or else intimate contact with your particular field. They will know the area, its customs, its clientele, its particular advantages and disadvantages. Don't hesitate to draw on the experience of such men. As a rule they will consider it a privilege to help you and advise you even though you might become a competitor.

Trade and professional associations: There are numerous trade and business associations throughout the country which are

equipped to give advice on starting and organizing new businesses. Most communities also have local chambers of commerce and local business and professional men's organizations which are only too glad to give newcomers advice. Some of these same groups have published and will distribute, free of charge, pamphlets describing business opportunities in the area. You may also be able to make useful contacts and get some help from commercial and industrial banks, credit bureaus, or manufacturers and wholesalers with whom you might eventually be dealing.

For those interested in trade and professional associations there is available a comprehensive directory of thousands of national and interstate associations in the fields of manufacturing, finance, service, transportation, agriculture, labor, consumer, military, foreign trade, wholesale and retail, and various professions. This directory can be purchased from the U. S. Government Printing Office, Washington, D. C. for $1.50.

Also available is a series of state and local lists, a compilation of the nation's state and local trade associations and chambers of commerce for some 3,000 towns and cities. They can be procured free of charge from the Department of Commerce, Washington, D. C., or its regional offices.

The above-mentioned directories may also be available in your public library.

*Government Assistance:** For general information regarding industries see Chapter 2 and specifically "Information about Occupations and Industries." The Bureau of Foreign and Domestic Commerce of the U. S. Department of Commerce is equipped to furnish expert information on all phases of business activity. You may write to them either at Washington, D. C. or get in touch with the business consultant at the nearest field office.

In addition to the general information which they can furnish for the average businessman, the Bureau also compiles and publishes data specifically for the small businessman. It has

* Taken from various publications of the U.S. Department of Commerce, Washington, D.C.

prepared a whole series of manuals on the establishment and operations of small business which are listed in their leaflets, *List of Publications of Interest to Small Business*, which can be obtained free of charge from the Department of Commerce field offices or from the Government Printing Office in Washington.

These small books are intended primarily to serve as guides in setting up and running small shops and service establishments in a number of fields. In businesses which require mechanical skill, it is assumed that the prospective businessman is a thoroughly experienced technician. The mechanical side of the business is therefore omitted except in its relation to management. The manuals deal chiefly with such factors as: location, capital investment, organization and management of the business, operating costs and record keeping, increasing business, financing, buying, arrangement and display, pricing, credits and collections, and employe relations.

The following manuals are available:

	PRICE
Establishing and Operating a Metal Working Shop, No. 16	$ .35
" " " a Shoe Repair Business, No. 17	.35
Streamlined Wholesale Grocery Warehouse, No. 18	.20
Establishing and Operating Your Own Business, No. 19	.10
" " " a Small Sawmill Business, No. 20	.35
" " " a Grocery Store, No. 21	.55
Establishing and Operating a Service Station, No. 22	.35
Will Making Concrete Block Pay in Your Community? No. 23	.15
Establishing and Operating an Automobile Repair Shop, No. 24	.35
" " " a Beauty Shop, No. 25	.30
" " " a Real Estate and Insurance Brokerage Business, No. 26	.30
" " " a Painting and Decorating Contracting Business, No. 27	.25
" " " an Electrical Appliance and Radio Shop, No. 28	.35

				PRICE
"	"	"	a Retail Bakery, No. 29	.35
"	"	"	a Hardware Store, No. 31	.35
"	"	"	an Apparel Store, No. 32	.40
"	"	"	a Dry Cleaning Business, No. 33	.35
"	"	"	a Retail Shoe Business, No. 34	.35
"	"	"	a Variety and General Merchandise Store, No. 35	.45
"	"	"	a Heating and Plumbing Contracting Business, No. 36	.30
"	"	"	a Laundry Business, No. 37	.40
"	"	"	a Restaurant, No. 39	.45
"	"	"	a Bookkeeping Service for Small Business, No. 41	.15
"	"	"	a Book Store, No. 42	.10
"	"	"	a Weekly Newspaper, No. 43	.15
"	"	"	a Stationery and Office Supply Store, No. 44	.10
"	"	"	a Retail Feed and Farm Supply Store, No 45	.15
"	"	"	a Mail Order Business, No. 46	.25
"	"	"	a Small Woodworking Shop, No. 47	.15
"	"	"	a Confectionery Tobacco Store, No. 48	.15
Manufacturing Brick and Tile to Serve Your Community, No. 49				.15
Establishing and Operating a Year-Round Motor Court, No. 50				.25
"	"	"	a Paint, Glass and Wallpaper Store, No. 51	.15
"	"	"	a Trucking Business, No. 52	.20
"	"	"	a Gift and Art Shop, No. 53	.15
"	"	"	a Sporting Goods Store No. 54	.15
"	"	"	a Jewelry Store, No. 55	.15
"	"	"	a Small Print Shop, No. 56	.15
"	"	"	a Music Store, No. 57	.20
"	"	"	an Automatic Merchandising Store, No. 58	.15
"	"	"	an Air Conditioning and Refrigeration Business, No. 59	.20

	PRICE
Merchandise Display in Department and Specialty Stores, No. 61	.25
A Study of Tobacco Wholesaler's Operations, No. 62	.20
Opportunities for Establishing New Businesses in Aviation, No. 63	.40
Establishing and Operating a Frozen Food Store (in preparation)	

You can also get valuable advice and information from some of the state departments of commerce. For instance, the New York State Department of Commerce, Albany, New York, has published free of charge the following pamphlets:

Starting Your Own Small Business in New York State, #1
Financial Services for Small Business, #2
Picking a Location for a Small Business, #3
Insurance for a Small Business, #4
Purchasing and Inventory Control for a Small Business, #5
Record Keeping for a Small Business, #6
Advertising for the Small Business, #7
Use and Control of Credit in a Small Business, #8
Regulations Affecting Small Business, #9
Publications for a Small Business, #10

Other publications: There are any number of books, magazines, and trade papers which you may find helpful. The librarian in your community can probably show you the literature available.

YOUR OWN FARM*

The problems and pitfalls involved in running you own farm are similar to those of running your own business. Probably everyone at some time or another has dreamed of the attractive farmhouse off in the country with a nice green yard, a neatly laid-out garden, a big red barn, and all the trimmings.

But farming is the hardest kind of physical labor. You must work outdoors in all weather from early in the morning until

* Taken from *Shall I Be A Farmer* (free), published by the Department of Agriculture, Washington, D.C.

late at night. Farm machinery is almost a necessity now for farmers who must compete in the open market, and farm machinery is very expensive.

Also, cash returns from farming are unhappily often disappointingly small. The majority of all farmers have abnormally low cash income, a fact which is generally only partly offset by the low cash-living costs of farm life.

There is one fool-proof piece of advice which you may safely follow before you invest any substantial sum of money in farm land or equipment. Be sure that you have personally worked on a farm and that you have first-hand experience in the type of farming that you expect to pursue before attempting to farm on your own.

Frequent Causes of Farm Failures: According to a U. S. Department of Agriculture survey, the more important factors contributing to failure of farm ventures are:

Poor judgment or bad advice in selection of a farm; agreeing to pay more than the farm is worth; lack of farm experience; lack of financial equity; entering farming during periods of price inflation, or other wrong times; undertaking the wrong type of farming; poor health.

Where You Can Get Information About Starting Your Own Farm: Among the best sources for information about starting in the farming industry are the following: U. S. Department of Agriculture, Washington, D. C.; state departments of agriculture; state agricultural colleges; or the Agricultural Extension Service.

This last-named service is a co-operative which is represented in almost every farming county by a county agricultural agent. They are well informed and can supply valuable information concerning conditions and practices in the area as well as expert advice about many things which the prospective farmer or farm purchaser needs to know. The directors of the State Extension Service will supply you with the name and address of any county agricultural agent in your state.

The extension service has organized advisory groups in practically all agricultural counties. Their membership is comprised

largely of local farmers, familiar with local agricultural conditions and with the necessary contacts and statistics to furnish complete information on the setting up of a farm of any size. The service is also equipped to investigate farming opportunities in any area within the county.

Both the federal and state departments of agriculture and the state agricultural colleges have published numerous pamphlets of interest to farmers. The U. S. Department of Agriculture has prepared a free booklet, *Popular Publications for the Farmer and Homemaker*, which lists all publications in this field issued by the Department. Among the titles of the free pamphlets are: *Shall I Be a Farmer, Where Are the Farms, How to Get Help Buying a Farm, About the Farm You're Going to Buy, Farm Land Values and the War, Getting Started in Farming, Suggestions to Prospective Farmers and Sources of Information.*

Your local librarian can probably show you numerous publications on this and related subjects in the public library.

PITFALLS TO AVOID WHEN STARTING ON YOUR OWN*

Perhaps the greatest dangers you will encounter whenever you decide to get into business for yourself are the schemers, promoters, and professional advisers who will attempt to sell you some proposition which will bankrupt you even before you begin. These people are past masters at swindling the inexperienced and unknowing newcomer through unscrupulous misrepresentations and half-truths. You cannot be too careful when you have money to invest in a business or a farm.

In many of the larger communities there is a Better Business Bureau. This organization is aware not only of your own problem but is constantly on the lookout for operators who take advantage of the unsuspecting. It is in a position to furnish you information that is unbiased, factual, and dependable. Its slogan is one that you should always follow, "Before you invest, investigate." Not only do these bureaus have extensive information on rackets and racketeers and swindlers but frequently

* Taken from various pamphlets issued by National Association of Better Business Bureaus, Inc., 212 Cuyahoga Building, Cleveland, Ohio.

they are ready to look into any proposition or enterprise when you take it to them. The Better Business Bureau operates in the interest of the community as a whole and never charges for its assistance or information.

The bureaus have published a series of "fact" booklets which will help you. Two in particular, *Facts Veterans Should Know Before Starting a Business,* by the Boston Bureau, and *Facts You Should Know About Schemes* (5¢), which is available from the National Association of Better Business Bureaus, Inc., 212 Cuyahoga Building, Cleveland, Ohio, are especially valuable.

It is not fair to say that there are no honest and legitimate propositions available to persons who want to go into business. But the Better Business Bureau has been able to prepare a list of more than 800 schemes of various sorts designed to trap the unwary newcomer in the business world. Some of the outstanding pitfalls listed by the Bureau include:

Absentee farming: The offering of land in a distant state on a co-operative arrangement to raise fruits or nuts, has its share of racketeers. Some sell land at exorbitant prices, minimize the hazards, and quote misleading figures.

Advance fee: If your business needs financing, don't fall for an unscrupulous promoter who offers to arrange a loan if you first pay his expenses. Front-money operators may offer to incorporate your business and assist in selling stock. But, when advance fees have been paid to them or their associates, service usually stops or is found to be worthless.

Business brokers: Some business brokers acting as agents for sellers of businesses are irresponsible, unfair to prospective purchasers, avoid all liabilities, and are interested only in collecting a fee. Do not be rushed into a deal. Get all verbal understandings in writing from the seller. Put the deal in escrow with a third, reputable, disinterested party. Before you sign an agreement to purchase, have all papers checked by your attorney and all books and records showing earning capacity, past profits, inventory, equipment, obligations, etc., checked by an accountant.

Buy-back contracts: Buy-back contracts, like money-back

guarantees, are no better than the guarantors. They are frequently worthless promises made by dishonest promoters.

Cash bond: The advertising of attractive jobs by swindlers, who request applicants to deposit a cash bond, is a vicious scheme that has swindled thousands.

Fur farms: Animal breeding promotions or fur farms are sometimes designed only for the promoters' profit. They appeal for your investment through biological statistics which appear mathematically sound but which neglect to include the natural hazards incidental to such enterprises. Many include worthless offers to buy back the progeny at high but fictitious prices.

Home work: Lucrative home employment is often advertised in help wanted columns when the real and only purpose of the promoter is to make a tremendous profit on "Home work" equipment which he has to sell.

Job investments: Invariably large earnings or a better-than-average weekly salary are offered to those who will "invest" in the business of a promoter who misrepresents.

Listing fee: This is a variation of the advance-fee scheme. The fake business broker gets you to pay a fee for listing your name with him for finding the type of business you wish to engage in. Listing fees are sometimes disguised as expenses for advertising or circularizing prospects.

Loan sharks: "Loan sharks" take advantage of borrowers by imposing very unfair if not illegal terms. Some get as high as 400 per cent interest.

New promotions: Decide whether you can afford to lose before you invest in any new enterprise. A large number of new enterprises fail.

Partner wanted: Partner-wanted propositions are sometimes nothing but deceptive frauds to get your investment in a supposedly profitable business claiming the need of new funds. In a partnership, each partner is responsible for all the debts of the firm. Know your partner.

Patents and inventions: Investments in new inventions, patents, or patent litigation ventures are usually risky speculations and sometimes frauds.

Territorial rights: Should a high-pressure promoter lure you with the right to sell his product in exclusive territory, reserve your decision until you possess the facts. Some promoters misrepresent their products to get quantity orders and often sell several people the same territorial rights.

Vending machines: Some promoters of coin-operated vending machines for nuts, confections, etc., exaggerate probable earnings and otherwise deceive.

FOR VETERANS

Government-Guaranteed Loans: Under the G. I. Bill of Rights, the federal government has made provisions for special guaranteed loans for veterans who need money to open a business or buy a farm. You should keep in mind that the government neither loans nor gives you any money; it merely guarantees repayment to the bank or lending company of the money which it lends to you. You are still responsible for full repayment of the loan, and the government will not guarantee the loan unless it feels confident that you have a good chance of success in your venture and adequate income to carry the loan.

If you are interested in obtaining further information on guaranteed loans, get in touch with the regional office of the Veterans' Administration. The basic requirement for eligibility are ninety days of military service since September 16, 1940 and a discharge under conditions other than dishonorable. Eligible veterans discharged before July 25, 1947 (T-Day) or in service at that time will have until July 25, 1957 in which to apply for a loan guarantee. Veterans who entered the armed forces after T-Day (July 25, 1947) will not be eligible for a loan guarantee.

Under the G. I. Bill the federal government will guarantee up to half the amount of your loan provided that the guaranteed amount does not exceed $2,000 for a business loan and $4,000 for a home loan. Another provision of the G. I. Bill permits guaranteed loans for repairs and improvements as well as the payment of back taxes and unpaid property assessments.

Government-guaranteed loans cannot be made at a rate of

interest greater than 4 per cent, with the government also actually paying the first year's interest. The loan must be payable in full within twenty-five years for real estate or business loans and within forty years for farm loans.

Readjustment Allowance for the Self-Employed: Self-employed veterans are also entitled to a readjustment allowance under the G. I. Bill. If you are on your own in your profession or own your business or farm or even if you are operating a farm as a tenant farmer you may be entitled to this allowance. Should your monthly earnings be less than $100 per calendar month you may receive readjustment allowances amounting to the difference between your earnings and $100 for a period not to exceed ten or eleven months. You can file a claim for this allowance with a local state unemployment compensation office.

CHAPTER 13

Directories of Federal and State Agencies

IN THE following pages are directories, giving the proper name of federal and state agencies and cities in which the main office or regional or field offices are located; in some instances street addresses are also given. Some of these agencies also have additional branch offices in many other cities; for their addresses consult the local telephone directory. Federal agencies are usually listed under "United States Government," state departments under the name of city, all arranged alphabetically by organization.

HOW TO OBTAIN FEDERAL AND STATE PUBLICATIONS

All through this book you will find references to various federal and state publications. Some are available without charge while others can be bought at a nominal cost. For agencies and their addresses through which they can be procured see pages where publications are mentioned or following directories.

Federal Publications: For all free publications write directly to the issuing agency or department. All federal publications which are for sale can be obtained through the Superintendent of Documents, U. S. Government Printing Office, North Capitol and H. Streets, N. W. Washington, 25, D. C. When ordering, be sure to give the complete and correct title of the publication, and, whenever possible, the sponsoring government agency.

Should you order by mail, use check or money order. Stamps will not be accepted and cash may easily be lost or stolen. You can get from the Supterintendent of Documents 20 coupons for $1.00 which you can use whenever ordering publications.

For complete and latest information about federal publications, you should consult the monthly catalog, *U. S. Government Publications*, which is certainly on hand at the public library in your community. You can purchase single copies directly from the Superintendent of Documents for 25¢ or else subscribe for $2.25 a year.

State Publications: State publications can generally be obtained by writing to the sponsoring department or agency. There is also a monthly *Checklist of State Publications* which is available in your public library and will keep you up-to-date on the latest data. You may also buy this from the Superintendent of Documents for 15¢ a copy, or $1.50 for the year.

UNITED STATES DEPARTMENT OF LABOR
14th Street & Constitution Ave., N.W., Washington 25, D.C.

Wage and Hour and Public Contracts Division
Regional and Field Offices and Stations

State	Address	City
ALABAMA	2026 2nd Ave. North	Birmingham 3
ALASKA	Territorial P O. Bldg.	Juneau
ARIZONA	(Itinerant Station)	Phoenix
ARKANSAS	420 Main St.	Little Rock
CALIFORNIA	Federal Office Bldg. (Fulton & Leavenworth Sts.)	San Francisco 2
	354 S. Spring St.	Los Angeles 13
DIST. OF COLUMBIA	Room 5415 Dept. of Labor Bldg.	Washington 25
COLORADO	New Custom House (19th & Stout Sts.)	Denver
CONNECTICUT	13 Lewis St.	Hartford 3
DELAWARE	(Itinerant Station)	Wilmington
FLORIDA	456 New P.O. Bldg.	Jacksonville 1
GEORGIA	114 Marietta St.	Atlanta
HAWAII	345 Federal Bldg.	Honolulu 2
IDAHO	(Itinerant Station)	Boise
ILLINOIS	222 W. North Bank Drive	Chicago 54
INDIANA	108 East Washington St.	Indianapolis 4
IOWA	Old Federal Bldg. (5th & Court Ave.)	Des Moines 9

State	Address	City
KANSAS	911 Walnut St.	Kansas City 6, Mo.
KENTUCKY	429 W. Walnut St.	Louisville 2
LOUISIANA	108 Custom House	New Orleans
MAINE	76 Pearl St.	Portland 3
MARYLAND	Old Town Bank Bldg. (Fallsway & Gay Sts.)	Baltimore 2
MASSACHUSETTS	294 Washington St.	Boston 8
MICHIGAN	2111 Woodward Ave.	Detroit 1
	60 Monroe Ave.	Grand Rapids 2
MINNESOTA	730 Hennepin Ave.	Minneapolis 3
	137 State Office Bldg.	St. Paul 1
MISSISSIPPI	102 N. Lamar St.	Jackson 14
MISSOURI	911 Walnut St.	Kansas City 6
	815 Olive St.	St. Louis 1
MONTANA	207 Lewisohn Bldg.	Butte
NEBRASKA	Federal Bldg. (15th & Dodge Sts)	Omaha 2
NEVADA	(Itinerant Station)	Reno
NEW HAMPSHIRE	(Itinerant Station)	Manchester
NEW JERSEY	31 Clinton St.	Newark 2
	P.O. Bldg. (4th & Market Sts.)	Camden
NEW MEXICO	413 Federal Bldg.	Albuquerque
NEW YORK	341 Ninth Ave.	New York 1
	117 Ellicott St.	Buffalo 5
	304 State Tower Bldg.	Syracuse 2
NORTH CAROLINA	State Dept Bldg.	Raleigh
NORTH DAKOTA	(Itinerant Station)	Fargo
OHIO	Main P.O. (W. 3rd & Prospect Ave.)	Cleveland 13
	443 Post Office Bldg.	Cincinnati
	65 Marconi Blvd.	Columbus 15
	Old Federal Bldg. (St. Clair & Madison Ave.)	Toledo 4
OKLAHOMA	Petroleum Bldg. (Corner 2nd & Robinson)	Oklahoma City 2
OREGON	520 S. W. Morrison	Portland 4
PENNSYLVANIA	Widener Bldg. (Chestnut & Juniper Sts.)	Philadelphia 7
	Clark Bldg. (Liberty Ave. & 7th St.)	Pittsburgh 22
PUERTO RICO	Banco Popular Bldg.	San Juan 1
	P.O. Bldg.	Mayaquez
RHODE ISLAND	24 Weybossett St.	Providence 3
SOUTH CAROLINA	1734 Main St.	Columbia
SOUTH DAKOTA	217 Federal Bldg.	Sioux Falls
TENNESSEE	152-154 4th Ave. North	Nashville
TEXAS	1114 Commerce St.	Dallas 2

State	Department	City
TEXAS	Federal Office Bldg.	Houston 14
	615 E. Houston St.	San Antonia 5
UTAH	(Itinerant Station)	Salt Lake City
VERMONT	(Itinerant Station)	Rutland
VIRGINIA	205 West Grace St.	Richmond 19
VIRGIN ISLANDS	P.O. Box 733	Mayaquez, Puerto Rico
	P O. Box 112	San Juan, Puerto Rico
WASHINGTON	Federal Office Bldg. (1st Ave. & Madison St.)	Seattle 4
WEST VIRGINIA	179 Summers St.	Charleston 1
WISCONSIN	450-452 Federal Bldg.	Milwaukee 2
WYOMING	(Itinerant Station)	Casper

State Departments of Labor

ALABAMA	Department of Industrial Relations	Montgomery
ALASKA	Governor of Alaska	Juneau
ARIZONA	Industrial Commission	Phoenix
ARKANSAS	Department of Labor	Little Rock
CALIFORNIA	Department of Industrial Relations	San Francisco
COLORADO	Executive Department	Denver
CONNECTICUT	Department of Labor and Factory Inspection	Hartford
DELAWARE	Labor Commission	Wilmington
DIST. OF COLUMBIA	Minimum Wage and Industrial Safety Board	Washington
FLORIDA	Industrial Commission	Tallahassee
GEORGIA	Department of Labor	Atlanta
HAWAII	Department of Labor and Industrial Relations	Honolulu
IDAHO	Bureau of Immigration, Labor, and Statistics	Boise
ILLINOIS	Department of Labor	Springfield
INDIANA	Department of Public Works and Commerce	Indianapolis
IOWA	Bureau of Labor	Des Moines
KANSAS	Labor Department	Topeka
KENTUCKY	Department of Industrial Relations	Frankfort
LOUISIANA	Department of Labor	Baton Rouge
MAINE	Department of Labor and Industry	Augusta
MARYLAND	Commission of Labor and Statistics	Baltimore

State	*Department*	*City*
MASSACHUSETTS	Department of Labor and Industries	Boston
MICHIGAN	Department of Labor and Industry	Lansing
MINNESOTA	Industrial Commission	St. Paul
MISSISSIPPI	State Board of Health	Jackson
MISSOURI	Department of Labor and Industrial Inspection	Jefferson City
MONTANA	Department of Agriculture, Labor, and Industry	Helena
NEBRASKA	Department of Labor	Lincoln
NEVADA	Industrial Commission	Carson City
NEW HAMPSHIRE	Bureau of Labor	Concord
NEW JERSEY	Department of Labor	Trenton
NEW MEXICO	Labor and Industrial Commission	Santa Fe
NEW YORK	Department of Labor	Albany
NORTH CAROLINA	Department of Labor	Raleigh
NORTH DAKOTA	Department of Agriculture and Labor	Bismarck
OHIO	Department of Industrial Relations	Columbus
OKLAHOMA	Department of Labor	Oklahoma City
OREGON	Bureau of Labor	Salem
PENNSYLVANIA	Department of Labor and Industry	Harrisburg
PUERTO RICO	(New York City office, 1881 Broadway, New York City)	
	Department of Labor	San Juan
RHODE ISLAND	Department of Labor	Providence
SOUTH CAROLINA	Department of Labor	Columbia
SOUTH DAKOTA	Industrial Commission	Pierre
TENNESSEE	Department of Labor	Nashville
TEXAS	Bureau of Labor Statistics	Austin
UTAH	Industrial Commission	Salt Lake City
VERMONT	Department of Industrial Relations	Montpelier
VIRGINIA	Department of Labor and Industry	Richmond
WASHINGTON	Department of Labor and Industries	Olympia
WEST VIRGINIA	Department of Labor	Charleston
WISCONSIN	Industrial Commission	Madison
WYOMING	Department of Labor and Statistics	Cheyenne

STATES HAVING LAWS COVERING PRIVATE EMPLOYMENT AGENCIES

State	*Agency*	*City*
ALABAMA		
ALASKA	Governor	Juneau
ARIZONA	Industrial Commission	Phoenix
ARKANSAS	Department of Labor	Little Rock
CALIFORNIA	Department of Industrial Relations	San Francisco
COLORADO	Executive Department	Denver
CONNECTICUT	Department of Labor and Factory Inspection	Hartford
DELAWARE	Labor Commission	Wilmington
DIST. OF COLUMBIA	Minimum Wage and Industrial Safety Board	Washington
FLORIDA	Industrial Commission	Tallahassee
GEORGIA	Department of Labor	Atlanta
HAWAII	Department of Labor and Industrial Relations	Honolulu
IDAHO*		
ILLINOIS	Department of Labor	Springfield
INDIANA	Department of Public Works and Commerce	Indianapolis
IOWA	Bureau of Labor	Des Moines
KANSAS	Labor Department	Topeka
KENTUCKY	Department of Industrial Relations	Frankfort
LOUISIANA	Department of Labor	Baton Rouge
MAINE*		
MARYLAND	Commission of Labor and Statistics	Baltimore
MASSACHUSETTS*		
MICHIGAN	Department of Labor and Industry	Lansing
MINNESOTA	Industrial Commission	St. Paul
MISSISSIPPI		
MISSOURI	Department of Labor and Industrial Inspection	Jefferson City
MONTANA*		
NEBRASKA	Department of Labor	Lincoln
NEVADA	Industrial Commission	Carson City
NEW HAMPSHIRE*		
NEW JERSEY	Department of Labor	Trenton
NEW MEXICO		
NEW YORK*		
NORTH CAROLINA	Department of Labor	Raleigh
NORTH DAKOTA		
OHIO	Department of Industrial Relations	Columbus

State	*Agency*	*City*
OKLAHOMA	Department of Labor	Oklahoma City
OREGON	Bureau of Labor	Salem
PENNSYLVANIA	Department of Labor and Industry	Harrisburg
RHODE ISLAND*		
SOUTH CAROLINA		
SOUTH DAKOTA	Industrial Commission	Pierre
TENNESSEE	Department of Labor	Nashville
TEXAS	Bureau of Labor Statistics	Austin
UTAH	Industrial Commission	Salt Lake City
VERMONT		
VIRGINIA	Department of Labor and Industry	Richmond
WASHINGTON	Department of Labor and Industries	Olympia
WEST VIRGINIA	Department of Labor	Charleston
WISCONSIN	Industrial Commission	Madison
WYOMING	Department of Labor and Statistics	Cheyenne

* No state-wide law, inquire at city hall for city ordinances.

Federal and State Apprenticeship Agencies

Federal: Apprentice Training Service, U.S. Department of Labor, 14th Street & Constitution Ave., N.W., Washington, D.C.

State Apprenticeship Councils

State	*Agency*	*Address*
ALABAMA		
ALASKA	Apprenticeship Council	Juneau
ARIZONA	Department of Labor	Phoenix
ARKANSAS*	Department of Labor	Little Rock
CALIFORNIA*	Department of Industrial Relations	San Francisco
COLORADO		
CONNECTICUT	Department of Labor	Hartford
DELAWARE		
DIST. OF COLUMBIA	Apprenticeship Training Service	Washington
FLORIDA	State Industrial Commission	Tallahassee
GEORGIA		
HAWAII*	Department of Labor and Industrial Relations	Honolulu
IDAHO		
ILLINOIS		
INDIANA		

* States having apprenticeship laws.

State	Agency	City
IOWA	Bureau of Labor	Des Moines
KANSAS	Labor Department	Topeka
KENTUCKY*	Department of Industrial Relations	Frankfort
LOUISIANA	Department of Labor	Baton Rouge
MAINE*	Department of Labor and Industry	Augusta
MARYLAND		
MASSACHUSETTS*	Department of Labor and Industries	Boston
MICHIGAN		
MINNESOTA*	Apprenticeship Council	St. Paul
MISSISSIPPI		
MISSOURI		
MONTANA*	Division of Labor	Helena
NEBRASKA		
NEVADA*	Department of Labor	Carson City
NEW HAMPSHIRE	Bureau of Manufacturing	Manchester
NEW JERSEY		
NEW MEXICO	Labor and Industrial Commission	Albuquerque
NEW YORK*	Department of Labor	Albany
NORTH CAROLINA*	Department of Labor	Raleigh
NORTH DAKOTA		
OHIO	Department of Industrial Relations	Columbus
OKLAHOMA		
OREGON*	Department of Labor	Portland
PENNSYLVANIA	Department of Labor and Industry	Harrisburg
PUERTO RICO	Apprenticeship Council	San Juan
RHODE ISLAND	Department of Labor	Providence
SOUTH CAROLINA		
SOUTH DAKOTA		
TENNESSEE		
TEXAS		
UTAH		
VERMONT*	Department of Industrial Relations	Montpelier
VIRGINIA*	Department of Labor and Industry	Richmond
WASHINGTON	Department of Labor and Industry	Seattle
WEST VIRGINIA		
WISCONSIN*	Industrial Commission	Madison
WYOMING		

* States having apprenticeship laws.

SOCIAL SECURITY ADMINISTRATION

Fourth & Independence Ave., S.W., Washington 25, D.C.

Regional Offices

State	*Address*	*City*
ALABAMA	441 West Peachtree St.	Atlanta 3, Ga.
ALASKA	P. O. Box 1331	Juneau
ARIZONA	Fed. Office Bldg.	San Francisco 2, Calif.
ARKANSAS	911 Walnut St.	Kansas City 6, Mo.
CALIFORNIA	785 Market St.	San Francisco 2
COLORADO	Fed. Office Bldg.	Denver 2
CONNECTICUT	120 Boylston St.	Boston 16, Mass.
DELAWARE	11 West 41nd St.	New York 18, N. Y.
DIST. OF COLUMBIA	1712-12 St., N. W.	Washington 25
FLORIDA	441 West Peachtree St.	Atlanta 3, Ga.
GEORGIA	441 West Peachtree St.	Atlanta 3
HAWAII	Dillingham Bldg.	Honolulu, 16
IDAHO	730 17th St.	Denver 2, Colo.
ILLINOIS	188 West Randolph St.	Chicago 1
INDIANA	188 West Randolph St.	Chicago 1, Ill.
IOWA	Fourth St. and Second Ave.	Minneapolis 1, Minn
KANSAS	912 Walnut St.	Kansas City 6, Mo.
KENTUCKY	1100 Chester Ave.	Cleveland 14, Ohio
LOUISIANA	North Presa and East Houston Sts.	San Antonio 5, Tex.
MAINE	120 Boylston St.	Boston 16, Mass.
MARYLAND	1712-12 St., N. W.	Washington 25, D. C.
MASSACHUSETTS	120 Boylston St.	Boston 16
MICHIGAN	1100 Chester Ave.	Cleveland 14, Ohio
MINNESOTA	Fourth St. and Second Ave.	Minneapolis 1
MISSISSIPPI	441 West Peachtree St.	Atlanta 3, Ga.
MISSOURI	911 Walnut St.	Kansas City 6
MONTANA	730 17th St.	Denver 2, Colo.
NEBRASKA	Fourth St. and Second Ave.	Minneapolis 1, Minn.
NEVADA	Fed. Office Bldg.	San Francisco 2, Calif.
NEW HAMPSHIRE	120 Boylston St.	Boston 16, Mass.
NEW JERSEY	11 West 42nd St.	New York 18, N. Y.
NEW MEXICO	North Presa and East Houston Sts.	San Antonio 5, Tex.
NEW YORK	11 West 42nd St.	New York 18
NORTH CAROLINA	1712-12 St. N. W.	Washington 25, D. C.
NORTH DAKOTA	Fourth St. and Second Ave.	Minneapolis 1, Minn.

State	Address	City
OHIO	1100 Chester Ave.	Cleveland 14
OKLAHOMA	911 Walnut St.	Kansas City 6, Mo.
OREGON	Fed. Office Bldg.	San Francisco 2, Calif.
PENNSYLVANIA	11 West 42nd St.	New York 18, N. Y.
RHODE ISLAND	120 Boyston St.	Boston 16, Mass.
SOUTH CAROLINA	441 West Peachtree St.	Atlanta 3, Ga.
SOUTH DAKOTA	Fourth St. and Second Ave.	Minneapolis 1, Minn.
TENNESSEE	441 West Peachtree St	Atlanta 3, Ga.
TEXAS	North Presa and East Houston Sts.	San Antonio 5
UTAH	730 Seventeenth St.	Denver 2, Colo.
VERMONT	120 Boylston St.	Boston 10, Mass.
VIRGINIA	1712-12 St. N. W.	Washington 25, D. C.
WASHINGTON	Fed Office Bldg.	San Francisco 2, Calif.
WEST VIRGINIA	1712-12 St. N. W.	Washington 25, D. C.
WISCONSIN	188 West Randolph St.	Chicago 1, Ill.
WYOMING	730 Seventeenth St.	Denver 2, Colo.

State Unemployment Compensation Agencies
and
State Employment Services

State	Name	Address
ALABAMA	Department of Industrial Relations	Montgomery
ALASKA	Unemployment Compensation Commission	Juneau
ARIZONA	Employment Security Commission	Phoenix
ARKANSAS	Employment Security Division	Little Rock
CALIFORNIA	Employment Stabilization Commission	Sacramento
COLORADO	Department of Employment Security	Denver
CONNECTICUT	Employment Security Division	Hartford
DELAWARE	Unemployment Compensation Commission	Wilmington
DIST. OF COLUMBIA	Unemployment Compensation Board	Washington
FLORIDA	Industrial Commission	Tallahassee
GEORGIA	Employment Security Agency	Atlanta
HAWAII	Bureau of Unemployment Compensation	Honolulu

State	Name	Address
IDAHO	Unemployment Compensation Division	Boise
ILLINOIS	Commission of Placement and Unemployment Compensation	Chicago
INDIANA	Employment Security Division	Indianapolis
IOWA	Employment Security Commission	Des Moines
KANSAS	Unemployment Compensation Commission	Topeka
KENTUCKY	Unemployment Compensation Commission	Frankfort
LOUISIANA	Division of Employment Security	Baton Rouge
MAINE	Unemployment Compensation Commission	Augusta
MARYLAND	Unemployment Compensation Board	Baltimore
MASSACHUSETTS	Division of Employment Security	Boston
MICHIGAN	Unemployment Compensation Commission	Detroit
MINNESOTA	Division of Employment and Security	St. Paul
MISSISSIPPI	Unemployment Compensation Commission	Jackson
MISSOURI	Division of Employment Security	Jefferson City
MONTANA	Unemployment Compensation Commission	Helena
NEBRASKA	Division of Placement and Unemployment Insurance	Lincoln
NEVADA	Employment Security Department	Carson City
NEW HAMPSHIRE	Unemployment Compensation Division	Concord
NEW JERSEY	Unemployment Compensation Commission	Trenton
NEW MEXICO	Employment Security Commission	Albuquerque
NEW YORK	Division of Placement and Unemployment Insurance	Albany
NORTH CAROLINA	Unemployment Compensation Commission	Raleigh
NORTH DAKOTA	Unemployment Compensation Division	Bismarck
OHIO	Bureau of Unemployment Compensation	Columbus
OKLAHOMA	Employment Security Commission	Oklahoma City

State	Name	Address
OREGON	Unemployment Compensation Commission	Salem
PENNSYLVANIA	Bureau of Employment and Unemployment Compensation	Harrisburg
RHODE ISLAND	Unemployment Compensation Board	Providence
SOUTH CAROLINA	Employment Security Commission	Columbia
SOUTH DAKOTA	Unemployment Compensation Department	Aberdeen
TENNESSEE	Department of Employment Security	Nashville
TEXAS	Unemployment Compensation Commission	Austin
UTAH	Department of Employment Security	Salt Lake City
VERMONT	Unemployment Compensation Commission	Montpelier
VIRGINIA	Unemployment Compensation Commission	Richmond
WASHINGTON	Office of Unemployment Compensation and Placement	Olympia
WEST VIRGINIA	Department of Unemployment Compensation	Charleston
WISCONSIN	Industrial Commission	Madison
WYOMING	Employment Security Commission	Casper

UNITED STATES CIVIL SERVICE COMMISSION

U.S. Civil Service Commission, Eighth and F St , N W., Washington, D C.

Regional Offices

State	Address	City
ALABAMA	New P.O. Bldg.	Atlanta 3, Ga.
ARIZONA	630 Sansome St.	San Francisco 11, Calif.
ARKANSAS	New Federal Bldg.	St. Louis 1, Mo.
CALIFORNIA	630 Sansome St	San Francisco 11
COLORADO	New Customhouse Bldg.	Denver 2
CONNECTICUT	P.O. and Courthouse Bldg.	Boston 9, Mass.
DELAWARE	Customhouse, Second and Chestnut Sts.	Philadelphia 6, Pa.
DIST. OF COLUMBIA	Nissen Bldg.	Winston Salem 3, N. C.
FLORIDA	New P.O. Bldg.	Atlanta 3, Ga.
GEORGIA	New P.O. Bldg.	Atlanta 3
HAWAII	630 Sansome St.	San Francisco 11, Calif.
IDAHO	437 Central Bldg.	Seattle 4, Wash.
ILLINOIS	New P.O. Bldg.	Chicago 7

State	Agency	Address
INDIANA	P.O. and Courthouse Bldg.	Cincinnati 2, Ohio
IOWA	P.O. and Customhouse Bldg.	St. Paul 1, Minn.
KANSAS	New Federal Bldg.	St. Louis 1, Mo.
KENTUCKY	P.O. and Courthouse Bldg.	Cincinnati 2, Ohio
LOUISIANA	Customhouse	New Orleans 16
MAINE	P.O. and Courthouse Bldg.	Boston 9, Mass.
MARYLAND	Nissen Bldg.	Winston-Salem 3, N. C.
MASSACHUSETTS	P.O. and Courthouse Bldg.	Boston 9
MICHIGAN	New P.O Bldg.	Chicago 7, Ill.
MINNESOTA	P.O and Customhouse Bldg.	St. Paul 1
MISSISSIPPI	210 South Harwood St.	Dallas 1, Tex.
MISSOURI	New Federal Bldg.	St. Louis 1
MONTANA	437 Central Bldg.	Seattle 1, Wash.
NEBRASKA	416 P.O. Bldg.	Omaha 2
NEVADA	630 Sansome St.	San Francisco 11, Calif.
NEW HAMPSHIRE	P.O. and Courthouse Bldg.	Boston 9, Mass.
NEW JERSEY	Federal Bldg., Christopher St.	New York 14, N. Y.
NEW MEXICO	New Customhouse Bldg.	Denver 2, Colo.
NEW YORK	Federal Bldg., Christopher St.	New York 14
NORTH CAROLINA	Nissen Bldg.	Winston-Salem 3
NORTH DAKOTA	P.O. and Customhouse Bldg.	St. Paul 1, Minn.
OHIO	P.O. and Courthouse Bldg.	Cincinnati 2
OKLAHOMA	New Federal Bldg.	St. Louis 1, Mo.
OREGON	437 Central Bldg.	Seattle 1, Wash.
PENNSYLVANIA	Customhouse, Second & Chestnut Sts.	Philadelphia 6
RHODE ISLAND	P.O. and Courthouse Bldg.	Boston 9, Mass.
SOUTH CAROLINA	New P.O. Bldg.	Atlanta 3, Ga.
SOUTH DAKOTA	P.O. and Customhouse Bldg.	St. Paul 1, Minn.
TENNESSEE	New P.O. Bldg.	Atlanta 3, Ga.
TEXAS	210 South Harwood St.	Dallas 1
UTAH	New Customhouse Bldg.	Denver 2, Colo.
VERMONT	P.O. and Courthouse Bldg.	Boston 9, Mass.
VIRGINIA	Nissen Bldg.	Winston-Salem 3, N. C.
WASHINGTON	437 Central Bldg.	Seattle 4
WEST VIRGINIA	Nissen Bldg.	Winston-Salem 3, N. C.
WISCONSIN	New P.O. Bldg.	Chicago 7, Ill.
WYOMING	New Customhouse Bldg.	Denver 2, Colo.

State Civil Service Agencies

ALABAMA	State Personnel Board	Montgomery
ARIZONA*	Merit System Council	Phoenix
ARKANSAS*	Merit System Council	Little Rock

State	Agency	Address
CALIFORNIA	State Personnel Board	Sacramento
COLORADO	Civil Service Commission	Denver
CONNECTICUT	Personnel Department	Hartford
DELAWARE*	Advisory Board for Merit System Personnel Administration	Dover
FLORIDA*	Merit System Council	Tallahassee
GEORGIA*	Merit System of Personnel Administration	Atlanta
IDAHO*	Merit System Council	Boise
ILLINOIS	Civil Service Commission	Springfield
INDIANA	State Personnel Board	Indianapolis
IOWA	Merit System Council	Des Moines
KANSAS	Department of Civil Service	Topeka
KENTUCKY	Division of Personnel Efficiency	Frankfort
LOUISIANA	Department of State Civil Service	Baton Rouge
MAINE	State Personnel Board	Augusta
MARYLAND	Department of State Employment and Registration	Annapolis
MASSACHUSETTS	Department of Civil Service and Registration	Boston
MICHIGAN	Department of Civil Service	Lansing
MINNESOTA	Department of Civil Service	St. Paul
MISSISSIPPI*	Merit System Council	Jackson
MISSOURI*	Merit System Council	Jefferson City
MONTANA*	Merit System Council	Helena
NEBRASKA*	Merit System Council	Lincoln
NEVADA*	Merit Examination Board	Carson City
NEW HAMPSHIRE*	Merit System Council	Concord
NEW JERSEY	Civil Service Commission	Trenton
NEW MEXICO	Merit System Council	Santa Fe
NEW YORK	Department of Civil Service	Albany
NORTH CAROLINA	Merit System Council	Raleigh
NORTH DAKOTA	Merit System Council	Bismarck
OHIO	Civil Service Commission	Columbus
OKLAHOMA	System of Merit Examination	Oklahoma City
OREGON	Merit System Council	Salem
PENNSYLVANIA	Personnel Secretary	Harrisburg
RHODE ISLAND	Department of Civil Service	Providence
SOUTH CAROLINA	Merit System Council	Columbia
SOUTH DAKOTA	Secretary of Finance	Pierre
TENNESSEE	Department of Civil Service	Nashville
TEXAS	Merit System Council	Austin
UTAH	Merit System Council	Salt Lake City
VERMONT	Merit System Council	Montpelier
VIRGINIA	State Personnel Department	Richmond

* Limited to special state departments.

State	Agency	Address
WASHINGTON	State Personnel Board	Olympia
WEST VIRGINIA	Merit System Council	Charleston
WISCONSIN	Bureau of Personnel	Madison
WYOMING	Merit System Council	Cheyenne

Federal and State Departments of Education

United States Office of Education, Federal Security Agency, Fourth & Independence Ave., S.W., Washington 25, D.C.

State Education Departments

State	Name	Address
ALABAMA	Department of Education	Montgomery
ARIZONA	State Board of Vocational Education	Phoenix
ARKANSAS	Department of Education	Little Rock
CALIFORNIA	Commission for Vocational Education	Sacramento
COLORADO	Department of Education	Denver
CONNECTICUT	Department of Education	Hartford
DELAWARE	State Board of Education	Dover
FLORIDA	Department of Public Instruction	Tallahassee
GEORGIA	Department of Education	Atlanta
IDAHO	Office of Superintendent of Public Instruction	Boise
ILLINOIS	Board of Vocational Education	Springfield
INDIANA	Department of Education	Indianapolis
IOWA	State Board for Vocational Education	Des Moines
KANSAS	State Board for Vocational Education	Topeka
KENTUCKY	Department of Education	Frankfort
LOUISIANA	Department of Education	Baton Rouge
MAINE	Department of Education	Augusta
MARYLAND	State Board of Education	Annapolis
MASSACHUSETTS	Department of Education	Boston
MICHIGAN	Department of Public Instruction	Lansing
MINNESOTA	Department of Education	St. Paul
MISSISSIPPI	Department of Education	Jackson
MISSOURI	Department of Public Schools	Jefferson City
MONTANA	Bureau of Vocational Rehabilitation	Helena
NEBRASKA	Department of Vocational Education	Lincoln
NEVADA	Department of Vocational Education	Carson City

State	Name	Address
NEW HAMPSHIRE	Department of Education	Concord
NEW JERSEY	State Board of Education	Trenton
NEW MEXICO	State Board of Education	Santa Fe
NEW YORK	Department of Education	Albany
NORTH DAKOTA	State Board of Higher Education	Bismarck
NORTH CAROLINA	Department of Public Instruction	Raleigh
OHIO	Department of Education	Columbus
OKLAHOMA	Department of Education	Oklahoma City
OREGON	State Board for Vocational Education	Salem
PENNSYLVANIA	Department of Public Instruction	Harrisburg
RHODE ISLAND	Department of Education	Providence
SOUTH CAROLINA	Department of Vocational Education	Columbia
SOUTH DAKOTA	Department of Public Instruction	Pierre
TENNESSEE	Department of Education	Nashville
TEXAS	Department of Education	Austin
UTAH	Department of Public Instruction	Salt Lake City
VERMONT	Department of Education	Montpelier
VIRGINIA	Department of Education	Richmond
WASHINGTON	State Board for Vocational Education	Olympia
WEST VIRGINIA	Department of Education	Charleston
WISCONSIN	Board of Vocational and Adult Education	Madison
WYOMING	Division of Vocational Education	Cheyenne

State Agricultural Colleges and State Extension Services

State	College	Address
ALABAMA	Polytechnic Institute	Auburn
ALASKA	University of Alaska	Juneau
ARIZONA	College of Agriculture	Tucson
ARKANSAS	College of Agriculture	Fayetteville
CALIFORNIA	College of Agriculture	Berkeley
COLORADO	College of Agriculture	Fort Collins
CONNECTICUT	Connecticut State College	Storrs
DELAWARE	School of Agriculture	Newark
FLORIDA	College of Agriculture	Gainesville
GEORGIA	College of Agriculture and the Mechanic Arts	Athens
IDAHO	College of Agriculture	Moscow

State	College	Address
ILLINOIS	College of Agriculture	Urbana
INDIANA	Purdue University	LaFayette
IOWA	College of Agriculture and Mechanic Arts	Ames
KANSAS	College of Agriculture and Applied Science	Manhattan
KENTUCKY	College of Agriculture	Lexington
LOUISIANA	Agricultural and Mechanical College	Baton Rouge
MAINE	College of Agriculture	Orono
MARYLAND	University of Maryland	College Park
MASSACHUSETTS	State College	Amherst
MICHIGAN	State College of Agriculture and Applied Arts	East Lansing
MINNESOTA	University of Minnesota	St. Paul
MISSISSIPPI	State College	State College
MISSOURI	College of Agriculture	Columbia
MONTANA	State College	Bozeman
NEBRASKA	College of Agriculture	Lincoln
NEVADA	College of Agriculture	Reno
NEW HAMPSHIRE	College of Agriculture and the Mechanic Arts	Durham
NEW JERSEY	State College of Agriculture and Mechanic Arts	New Brunswick
NEW MEXICO	College of Agriculture and the Mechanic Arts	State College
NEW YORK	State College of Agriculture	Ithaca
NORTH CAROLINA	State College of Agriculture and Engineering	Raleigh
NORTH DAKOTA	Agricultural College, State College Station	Fargo
OHIO	College of Agriculture	Columbus
OKLAHOMA	Agricultural and Mechanical College	Stillwater
OREGON	State Agricultural College	Corvallis
PENNSYLVANIA	The School of Agriculture	State College
RHODE ISLAND	State College	Kingston
SOUTH CAROLINA	Clemson Agricultural College	Clemson
SOUTH DAKOTA	State College of Agriculture and Mechanic Arts	Brookings
TENNESSEE	College of Agriculture	Knoxville
TEXAS	Agricultural and Mechanical College	College Station
UTAH	State Agricultural College	Logan
VERMONT	College of Agriculture	Burlington
VIRGINIA	Agricultural and Mechanical College and Polytechnic Institute	Blacksburg

State	College	Address
WASHINGTON	State College of Washington	Pullman
WEST VIRGINIA	College of Agriculture	Morgantown
WISCONSIN	College of Agriculture	Madison
WYOMING	College of Agriculture	Laramie

VETERANS' ADMINISTRATION

Vermont Ave. between H & J Streets, N.W., Washington, D.C.

Regional Offices

State	Address	City
ALABAMA	400 Lee St.	Montgomery 4
ALASKA	Goldstein Bldg.	Juneau
ARIZONA	137 N. Second Ave.	Phoenix
ARKANSAS	Federal Bldg.	Little Rock
CALIFORNIA	1380 Sepulveda Blvd	Los Angeles 25
	49 Fourth St.	San Francisco 3
	P.O. Box 1111	San Diego 12
COLORADO	1108 15 St.	Denver 2
CONNECTICUT	95 Pearl St.	Hartford 4
DELAWARE	Dravo Bldg.	Wilmington 50
DIST. OF COLUMBIA	1825 H. St., N.W.	Washington 25
FLORIDA	P.O. Box 1791	Miami
		Pass-a-Grille Beach
GEORGIA	105 Pryor St., N.E.	Atlanta 3
HAWAII	P O Box 3198	Honolulu 1
IDAHO	National Guard Barracks	Boise
ILLINOIS	366 W. Adams St.	Chicago 6
INDIANA	36 S. Pennsylvania St.	Indianapolis 9
IOWA		Des Moines 9
KANSAS	3801 S Oliver St.	Wichita 15
KENTUCKY	1405 West Broadway	Louisville 3
LOUISIANA	333 St Charles St.	New Orleans 12
	501 Oakley Drive	Shreveport 63
MAINE		Togus
MARYLAND	1315 St. Paul St.	Baltimore 2
MASSACHUSETTS	17 Court St.	Boston 8
MICHIGAN	Guardian Bldg.	Detroit 26
MINNESOTA	1006 W. Lake St.	Minneapolis 8
MISSISSIPPI		Jackson
MISSOURI	1009 Wyandotte St.	Kansas City 6
	415 Pine St.	St. Louis 2
MONTANA		Fort Harrison
NEBRASKA	12 and O St.	Lincoln 1
NEVADA		Reno
NEW HAMPSHIRE	Federal Bldg.	Manchester
NEW JERSEY	20 Washington Pl.	Newark 2
NEW MEXICO	1151 S. Third St.	Albuquerque

State	Address	City
NEW YORK	Watervliet Arsenal	Albany 1
	35 Ryerson St.	Brooklyn 5
	151 W. Mohawk St.	Buffalo 1
	252 Seventh Ave.	New York 1
	500 South Salina St.	Syracuse
NORTH CAROLINA	310 West 4th St.	Winston-Salem
NORTH DAKOTA		Fargo
OHIO	209 East 6th St.	Cincinnati 2
	Cuyahoga Bldg.	Cleveland 14
OKLAHOMA	Second and Court St.	Muskogee
	1101 N Broadway	Oklahoma City
OREGON	1019 S. W. Tenth Ave.	Portland 5
PENNSYLVANIA	128 N. Broad St.	Philadelphia 2
	107 6 St	Pittsburgh 22
	19-27 North Main St.	Wilkes-Barre
PHILIPPINE REPUBLIC	A.P O. 900 % P.M. San Francisco, Cal.	Manila
PUERTO RICO	P.O. Box 4424	San Juan
RHODE ISLAND	100 Fountain St.	Providence 3
SOUTH CAROLINA		Fort Jackson
SOUTH DAKOTA		Sioux Falls
TENNESSEE	White Bridge Road	Nashville 5
TEXAS	Love Field	Dallas 9
	Federal Office Bldg.	Houston 2
	Army Air Field	Lubbock
	102 West Crochette St.	San Antonio 5
		Waco
UTAH	1710 S. Redwood Rd.	Salt Lake City 4
VERMONT		White River Junction
VIRGINIA	211 West Campbell Ave.	Roanoke 11
WASHINGTON	Federal Office Bldg.	Seattle 4
WEST VIRGINIA	824 Fifth Ave.	Huntington 1
WISCONSIN	342 N. Water St.	Milwaukee 2
WYOMING		Cheyenne

STATE VETERANS' COMMISSIONS

State	Name	Address
ALABAMA	Department of Veterans Affairs	Montgomery
ARIZONA	Veterans' Service Office	Phoenix
ARKANSAS	Veteran's Service Office	Little Rock
CALIFORNIA	Department of Veterans Affairs	Sacramento
COLORADO	State Service Office	Denver
CONNECTICUT	Re-employment and Advisory Commission	Hartford
DELAWARE	State Service Offices	Dover

State	Name	Address
FLORIDA	Veterans Commission	Tallahassee
GEORGIA	Department of Veterans Service	Atlanta
IDAHO	Veterans Welfare Commission	Boise
ILLINOIS	Veterans Commission	Springfield
INDIANA	Department of Veterans Affairs	Indianapolis
IOWA	Veterans Service Committee	Des Moines
KANSAS	Office of Veterans Affairs	Topeka
KENTUCKY	Disabled Ex-Service Men's Board	Lexington
LOUISIANA	Department of Veterans Affairs	Baton Rouge
MAINE	Veteran Affairs Commission	Augusta
MARYLAND	Veterans Commission	Baltimore
MASSACHUSETTS	Commissioner of Veterans Services	Boston
MICHIGAN	Office of Veteran Affairs	Lansing
MINNESOTA	Department of Veterans Affairs	St. Paul
MISSISSIPPI	State Service Commission	Jackson
MISSOURI	State Service Officer	Jefferson City
MONTANA	Veterans Welfare Commission	Helena
NEBRASKA	Department of Veterans Affairs	Lincoln
NEVADA	Office of Veterans Service Commission	Carson City
NEW HAMPSHIRE	State Veterans Council	Concord
NEW JERSEY	Division of Veterans Services	Trenton
NEW MEXICO	Veterans Service Commission	Santa Fe
NEW YORK	Division of Veterans Affairs	Albany
NORTH CAROLINA	Veterans Commission	Raleigh
NORTH DAKOTA	Department of Veterans Affairs	Fargo
OHIO	Department of Soldiers Claims	Columbus
OKLAHOMA	Veterans Affairs	Oklahoma City
OREGON	Department of Veterans Affairs	Salem
PENNSYLVANIA	Department of Military Affairs	Harrisburg
RHODE ISLAND	Veterans Retraining and Re-employment Committee	Providence
SOUTH CAROLINA	Veterans Service Bureau	Columbia
SOUTH DAKOTA	Veterans Department	Pierre
TENNESSEE	Department of Veterans Affairs	Nashville
TEXAS	Veterans Service Office	Austin
UTAH	Department of Veterans Affairs	Salt Lake City
VERMONT	Veterans Board	Montpelier
VIRGINIA	State Veterans Claims Commission	Roanoke
WASHINGTON	Veterans Rehabilitation Council	Olympia
WEST VIRGINIA	Department of Veterans Affairs	Charleston
WISCONSIN	Department of Veterans' Affairs	Madison
WYOMING	Department of Veterans Affairs	Cheyenne

APPENDIX

Industrial and Occupational Material Published by Federal Agencies

The following is a list of publications issued by various federal agencies up till November 1, 1947. Publications with the price listed can be procured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Those listed free can be produced directly from the issuing agency (see "How to Procure Federal and State Publications" in Chapter 13). Should you be interested in material about a specific industry or occupation and do not find it listed below, inquire of the U. S. Government Printing Office or of the federal agency you think may have such a publication available. In Chapter 12 you will find listed additional publications about businesses and farms.

ACCOUNTANT	*Occupational brief 1.* National Roster of Scientific and Specialized Personnel, 1945. 17 pp.	.05
ACCOUNTING	*Description of profession.* National Roster of Scientific and Specialized Personnel, 1945. 4 pp.	.10
ACTUARIAL SCIENCE	*Description of profession.* National Roster of Scientific and Specialized Personnel, 1945. 3 pp.	.10
ADVERTISING LAY-OUT MAN	*Job description.* U. S. Employment Service	.05
ADVERTISING MANAGER	*Occupational brief 2.* National Roster of Scientific and Specialized Personnel, 1945. 11 pp.	.05
AERONAUTICAL ENGINEER	*Occupational brief 13.* National Roster of Scientific and Specialized Personnel, 1945. 13 pp.	.05

AERONAUTICAL ENGINEERING	*Description of profession.* National Roster of Scientific and Specialized Personnel, 1945. 4 pp.	.10
AGRICULTURAL AND BIOLOGICAL SCIENTIST	*Occupational brief 3.* National Roster of Scientific and Specialized Personnel, 1945. 22 pp.	.05
AGRICULTURAL ENGINEERING	*Description of profession.* National Roster of Scientific and Specialized Personnel, 1945. 2 pp.	.10
AGRICULTURE	*Agricultural and biological sciences.* U. S. Employment Service, 1947. 39 pp.	.15
AGRONOMY	*Handbook of descriptions of specialized fields in agronomy and soil science.* National Roster of Scientific and Specialized Personnel. U. S. Employment Service, 1945. 10 pp.	.05
AGRONOMY	*Description of profession.* National Roster of Scientific and Specialized Personnel, 1945. 2 pp.	.10
AIRCRAFT-ENGINE MECHANIC	*Job description.* War Manpower Commission, U. S. Employment Service, 1944. 5 pp.	.05
AIRCRAFT MECHANIC	*Job description.* U. S. Employment Service, 1947 5 pp.	.05
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